THE UNIVERSITY OF ALBERTA

AN EVALUATION OF THE CONTRIBUTION OF EXTRA-CURRICULAR ACTIVITIES TO THE ACCOMPLISHMENT OF EDUCATIONAL OBJECTIVES

by

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ABSTRACT

The question under investigation is whether participation in extra-curricular activities in high school contributes to the realization of educational aims and objectives.

It is assumed that the effect of participation in extra-curricular activities can be adequately evaluated by questioning parents and graduates. Four basic hypotheses were formulated, namely; participation in extra-curricular activities makes some contribution to the fulfilment of the aims and objectives of education, some activities make a greater contribution than others, parents feel that time spent in extra-curricular activities is time well spent in contributing to adolescent development, participation in extra-curricular activities has a value in influencing choice of future vocations.

After a survey of the literature on evaluating extra-curricular programs, two questionnaires were drawn up, one to determine opinions of parents; and the other, the opinions of graduates. The questionnaires were designed to investigate the main problem and several sub-problems as follows: the extent to which training and experience secured through extra-curricular activities are used by the students when they reach adulthood; a comparison of the values of athletic activities and non-athletic activities; the effect of participation in extra-curricular activities upon character de-

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velopment and citizenship training; the desirability of conducting more extra-curricular activities in school time; and recommendations of graduates and parents regarding additional extra-curricular activities.

Analysis of the questionnaire responses shows that both parents and graduates felt that extra-curricular activities have considerable benefit in fulfilling educational objectives.

All the hypotheses except one were substantiated. The hypothesis that participation in extra-curricular activities while in high school has a bearing on choice of future vocation was not adequately tested because of the ambiguous wording of the question. Both parents and graduates felt that participation in extra-curricular activities makes some contribution to the fulfilment of the aims and objectives of education. Both parents and graduates felt that non-athletic activities made a greater contribution than did athletic activities.

It is recommended that extra-curricular activities continue to hold a prominent place in the school program. The extra-curricular program should be co-ordinated and supervised, with each activity having an interested and enthusiastic sponsor. Some method, short of limitation, should be devised to keep student activities and academic activities in the proper perspective.

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INTRODUCTION

The curriculum of a school system is organized in a manner intended to direct the energies of the school to the achievement of its educational objectives. In fact, it could reasonably be expected that all the energies of the school, everything that the school does, should ultimately contribute to the accomplishment of educational objectives. Activities which do not make a significant contribution should be discarded.

Since a lot of the energy of a modern school is spent in fostering, organizing, and directing extra-curricular activities, it would also be reasonable to expect that these activities should contribute to, or lead to the realization of the aims of education.

Thus the question arises, do extra-curricular activities make a contribution to the accomplishment of the aims and objectives of education?

I. STATEMENT OF PROBLEM

The purpose of this investigation is to evaluate the contribution of students' participation in extra-curricular activities toward accomplishing the aims and objectives of the school system. Accepting aims and objectives of education as they are, what is the place of extra-curricular activities

in bringing about the fulfilment of these aims in high school graduates?

Many critics of education say that too much time is spent on extra-curricular activities, yet a survey of the literature shows that the trend is in the direction of spending more school time on these activities. Is this trend justifiable? Is the time spent on extra-curricular activities warranted?

This investigation will endeavour to evaluate the ultimate effect that participation in extra-curricular activities has on the development of leadership qualities, training for citizenship, standards of leisure, choice of vocation, and formation of a philosophy of life,

To accomplish this, the investigation will concentrate on the most obvious source of data, high school graduates themselves. In addition, information will be sought from parents of high school students.

II. STATEMENT OF SUB-PROBLEMS

There are several sub-problems to be investigated. The first of these is to determine the extent to which training and experience secured through extra-curricular activities is used by the students when they reach adulthood, either in their work or in their leisure activities.

The second sub-problem is to compare the values of athletic activities and non-athletic activities, in the opinion

of parents and graduates.

The third sub-problem is to determine whether participation in extra-curricular activities does affect character development and citizenship training, in the opinion of parents and graduates.

The fourth sub-problem is to ascertain whether more extra-curricular activities should be conducted in school time, in the opinion of parents and graduates.

The fifth sub-problem is to find out what additional extra-curricular activities graduates and parents recommend.

III. JUSTIFICATION OF THE STUDY

In the library of the University of Alberta there are several Masters' Theses dealing with extra-curricular activities. One, by Kratzman[1] in 1958, is a descriptive survey of the extra-curricular programs offered by seven Alberta composite high schools, involving little concern for evaluation of the programs. A second, by Boyko[2] in 1959, is an investigation of existing practices in the field of extra-curricular activities in centralized High Schools of Alberta.

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[1]Arthur Kratzman, A Descriptive Survey of the Extra-curricular Programs of the Composite High Schools of Alberta (Edmonton: University of Alberta, Master of Education Thesis, 1958), 105 pp.

[2]Steve Boyko, Current Practices in Extracurricular Activities in Alberta Centralized Schools (Edmonton: University of Alberta, Master of Education Thesis, 1959), 90 pp.

Some evaluation of the programs by principals is reported. Another, by Watkin,[3] deals to a certain extent with evaluation of extra-curricular activities by graduates, but is over twenty-five years old, having been written in 1938.

In other Canadian literature Chalmers and Rees[4] report a Canadian study in which opinions of principals, teachers, pupils and parents were sought as to attitude to extra-curricular activities and the values of them.

In most of the literature dealing with evaluation of extra-curricular activities, the evaluation was carried out by obtaining the opinions of principals, teachers, pupils, and parents. In only a few cases are there reports of investigations using the opinions of graduates.

So far as is known, no study of this nature has been undertaken in the Lower Fraser Valley area of British Columbia. Consequently, it is felt that such a study, using opinions from parents and graduates, would be justifiable as a contribution to the better understanding of extra-curricular programs, and the contribution these programs make toward

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[3]J.F.Watkin, Extra Curricular Activities in Alberta High Schools (Edmonton: University of Alberta, Master of Arts Thesis, 1938), 124pp.

[4]J.W.Chalmers, and R.E.Rees, "A Co-operative Study of High School Extra-curricular Activities" (Edmonton: The Alberta Journal of Educational Research, iv: June, 1958), PP. 84-99

accomplishing educational objectives.

IV. ORIGIN OF THE STUDY

Along with the general criticism of education that the public sometimes indulges in, one also hears from time to time complaints about the amount of time, energy, and money which is spent in unprofitable and unnecessary extra-curricular activities.

At the same time one occasionally hears teachers complaining about the amount of time pupils "waste" on extra-curricular activities.

Despite these attitudes, a survey of the literature shows a general acceptance of the extra-curricular program as a valuable contributor to educational objectives. Indeed, from the literature it is evident that the current trend is to "curricularize" the extra-curricular.

If research were done which would show some relation between the desirable educational outcomes and extra-curricular activities, perhaps the attitudes of both the objecting public and teachers would change.

A positive correlation between extra-curricular activities and educational objectives might suggest that the contribution made by extra-curricular activities to the achievement of educational aims and objectives is perhaps as important as the contribution made by each individual subject.

V. LIMITATIONS OF THE PROBLEM

An evaluation of the effectiveness of an extra-curricular program must of necessity be subjective, based on opinion. There are several groups which might be in a position to judge the effectiveness of extra-curricular activities; namely, the principals, the teachers, the students, the parents, and the graduates.

It is generally assumed that a high school education is more of a foundation for life than an end itself. Since it is impossible to assess the real effectiveness of a high school education until later in life, it is, therefore, reasonable to assume that the real results of participation in extra-curricular activities will also not become apparent until later in life. The position taken in this study is that the two groups which will be best able to judge the effects of participation will be the parents and the graduates.

Therefore, this investigation will be limited to opinions from these two groups.

In addition, this study will be limited by area. The survey will be confined to parents and graduates of Langley Junior Senior Secondary School, School District #35, Langley, British Columbia.

VI. BASIC ASSUMPTIONS

The basic assumption of this study is that it is

possible to evaluate the ultimate effect of participation in extra-curricular activities, as a contributing factor in accomplishing educational objectives.

In making this assumption it is recognized that the evaluation will be subjective, based on opinion only. It is hoped to overcome the danger of subjectivity by seeking the opinions of the two groups which have the best opportunity to assess the effect of participation in extra-curricular activities.

In particular, it is assumed that opinions of parents will be valid, based on observation of their children as they grow to adulthood.

It is also assumed, that, since the effectiveness of a high school education is not apparent until some years after graduation, the effectiveness of the contribution of extra-curricular activities is also not apparent until some years after graduation.

Therefore, it is further assumed that one of the most reliable sources for evaluating an extra-curricular program will be the opinions of graduates of the school system, who have had a chance to assess the contribution that extra-curricular activities have made in preparing them for adult life.

VII. STATEMENT OF BASIC HYPOTHESES

The following are the hypotheses that this investiga-

tion will attempt to substantiate:

1. That participation in extra-curricular activities contributes to the fulfilment of the aims and objectives of education.

2. That some activities make a greater contribution than others. In particular, that the non-athletic activities make a greater contribution than do athletic activities.

3. That parents feel that time spent in extra-curricular activities is time well spent in contributing to adolescent development.

4. That participation in extra-curricular activities while in High School has a value in influencing choice of future vocations.

VIII. DEFINITION OF TERMS

Extra-curricular activities-This is the term traditionally used to describe those student activities provided outside the curriculum, and carried on for the most part on the students' own time.

Good defines extra-curricular activities as:

> Programs and events, carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institutions, designed to entertain, instruct, and/or provide exercises of interests and abilities, subject to some measure of control by the institution.[5]

This definition describes adequately the use of the term "extra-curricular" activities for the purpose of this

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[5]C.V.Good, Dictionary of Education (New York: The MacMillan Company, 1952), p. 617.

investigation, with one exception. In the geographical area studied, the activities of band and choir were at one time completely extra-curricular. In the past few years they have been taken into the curriculum and are taught as regular school subjects in regular school periods. This investigation will treat band and choir as extra-curricular activities, however, because most of the graduates polled will have participated in those activities on an extra-curricular basis.

Extra-curricular activities, then, will encompass such non-academic, non-credit activities as school government, home room, clubs, variety productions, operettas, band, choir, dramatics, school publications, athletic teams and clubs, cheerleaders, dance clubs, and any other study activity for which the school provides even a token of supervision.

IX. OVERVIEW OF THE THESIS

Chapter Two will investigate related studies in the field of extra-curricular activities. Some of the history will be examined, including the search for a suitable nomenclature to describe the changing attitudes to extra-curricular activities. In this chapter reference will be made to the principles of extra-curricular activities; and consideration will be given to studies in the field of evaluation of extra-curricular activities, particularly as viewed by graduates.

Chapter Three will describe the principles of evalu-

ating extra-curricular activities and outline the methodology used. The preparation and distribution of the questionnaire will be described.

Chapters Four and Five will analyze the data, referring to the opinions of parents and graduates. Particular notice will be taken of the opinions of these groups as to the value of extra-curricular activities. In addition, attention will be paid to the order of importance which graduates and parents rate different types of extra-curricular activities. Other opinions volunteered by graduates will be noted.

The conclusions will be presented in Chapter Six. The data received will be used to test the four basic hypothesis, and recommendations will be derived.

CHAPTER II

RELATED STUDIES

In the last fifty years a vast body of literature on extra-curricular activities has been written. In searching through this literature it was necessary to seek out material relevant to an evaluation of the role played by extra-curricular activities in accomplishing educational objectives. At the same time, it was necessary to make a broad survey to provide general background to the whole topic. In the survey of related studies, therefore, both general and specific areas of information were investigated.

I. PURPOSE OF LITERATURE SURVEY

In order to relate extra-curricular activities to the aims of education, the first task was to ascertain what the aims of education are. The second task was to ascertain the aims and objectives of an extra-curricular program. Then, for a general overview and for background information necessary to the understanding of the topic, an extensive selection of literature was surveyed. The object was to discover historical trends, changes in nomenclature, development of new attitudes toward extra-curricular activities, review of the principles guiding extra-curricular activities over the years, and studies of evaluation. This last was particularly important in view of the nature of the study. This included not only a

study of evaluations which have been made, but also literature relating to the mechanics of the evaluating process.

The first task, that of determining the educational objectives, was relatively easy. Since this study is related specifically to British Columbia, the objectives are clearly defined in the Administration Bulletin issued by the Department of Education.

> The people of this province have established schools for the primary purpose of developing the character of our young people, training them to be good citizens, and teaching them the fundamental skills of learning necessary for further education and adult life.[1]

The whole problem of the study follows from this statement. Just how close the extra-curricular program comes to satisfying these objectives of education is the concern of all the literature.

Fedder says:

> Studies of occupational failures among adults reveal that men and women fail in their vocations far oftener because they fail to get along with people than because they cannot perform their job function creditably. Leaders in business, industry, and education increasingly demand, therefore, that the education of future citizens and workers include teaching boys and girls how to be sound in mind and spirit and how to live happily with people. Lest we adults court the necessity of reclaiming and rehabilitating today's children after they have become tomorrow's failures, we dare not waste human resources by failing to incorporate into educational systems opportunities for boys and girls to receive training and to develop skill in human relationships.[2]

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[1] Administrative Bulletin for Secondary Schools (Victoria: Department of Education, Province of British Columbia, 1958), p. 9.

[2] Ruther Fedder, Guiding Homeroom and Club Activities (New York: McGraw Hill Book Company, 1949), p. vii.

It is hypothesized that many of these opportunities are to be found in the extra-curricular program.

II. SCOPE OF THE LITERATURE AND HISTORICAL TRENDS

The body of literature surveyed for this purpose covered a span of sixty-two years. It was necessary to go back to these early references to be able to trace the changing position of extra-curricular activities over the years.

Shannon suggests that the evolution of the extra-curricular program has developed through four stages: suppression, toleration, use as bait for curriculum, and use as a worthy end in itself.[3]

One of the earliest references to extra-curricular activities in the literature surveyed was a plea for the inclusion in high school of a Debating Society or Lyceum. This was written in 1902, the period when extra-curricular activities were somewhere between the stages of suppression and toleration. Kittredge says:

> But the lyceum has another function besides those already mentioned (to teach skills in debating and public speaking). It can be the centre of the social life of the school. It can help create a loyal spirit. It can engage in many helpful enterprises. Its prize speaking contests or entertainment may help decorate the walls of the buildings, replenish the library or add to the scientific apparatus. Under its asupices a school paper may be published or catalogue or history of the school issued.[4]

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[3]J.R.Shannon, "The Vanishing Wall Between Courses and Activities," The Clearing House, xxvii: (September, 1952), p. 9.

[4]H.W.Kittredge, "The Function of the Debating Society or High School Lyceum," The School Review, x:4 (April, 1902), p. 296.

In comparison with this plea for the inclusion of but one activity in the school program, partly because of the decorations it might provide for the school walls; there is at the other end of the scale, fifty years later, the suggestion that perhaps the time has come for extra-curricular activities to move in and take over curriculum.

> A pupil benefits from school activities because they are wholehearted, self-initiated, and purposeful. It has been suggested, therefore, that instead of curricularizing the extra-curricular, we extra-curricularize the curricular-that we move the big tent into the little ones.[5]

> The best things to teach and the best way to teach are to teach pupils what they want to know when they want to know it. This ideal will be realized more and more as we dissolve the dichotomy between curricular and extra-curricular.[6]

In between these two points of view, the one ultra conservative, the other rather radical, lies the whole history of the development of the extra-curricular.

Most writers seem to agree that the changing pattern of the history of extra-curricular activities evolves about two broadly defined dates, 1920 and 1935. Prior to 1920, the main attitude to extra-curricular activities seemed to be either to ignore them, tolerate them, or oppose them, but by no means admit them as part of the function of the school. This was the period when activities were organized by the students, but were unauthorized and unsponsored by

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[5]Shannon, loc. cit.

[6]Ibid., p. 12.

the school authorities.

Changes in this attitude began to take place around 1920. Miller et al. report that in 1919 the first professional course in extra-curricular activities was offered at Teachers College, Columbia University. Dr. Elbert K. Fretwell, referred to by many as the father of the modern extra-curricular movement, taught this course.[7]

McKown recognizes two earlier periods as ones during which extra-curricular activities were ignored and opposed, and then refers to a third beginning in 1920:

> The third period began in about 1920, when the more enlightened faculty members, recognizing the "pull" of these activities and also their inherent possibilities for education, made the logical demand that they be capitalized rather then ignored or condemned.[8]

One tangible indication of the growth of extra-curricular activities was the sudden increase in books published on the subject. Miller et al.[9] report that the first book which systematically covered the entire field of extra-curricular activities appeared in 1926. McKown enlarges upon this:

> For example, between 1925 and 1940 about forty books were published in this field, and two magazines covering

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[7]Franklin A. Miller, James H. Moyer, and Robert B. Partick, Planning Student Activities (Englewood Cliffs: Prentice-Hall, 1956), p. 9.

[8]Harry McKown, Extracurricular Activities (New York: The MacMillan Company, 1952, p. 3.

[9]Miller et al., op. cit., p. 10

the general field made their appearance, School Activities in 1929 and Student Life in 1934.[10]

In the period following 1920, extra-curricular activities were recognized as a vital part of school life, and emerged as an aspect of education parallel to the curriculum proper.

The final step in the history of extra-curricular activities comes around 1935 with the gradual merging of the two formerly opposed fields, the curriculum and the extra-curriculum; and the incorporation of the extra-curricular activities into the program of the secondary schools.

The history of the extra-curricular movement in Canada may not coincide with these periods, because Canadians tend to lag slightly behind the United States in their approach to progressive education. The physical educational program, however, which once used to be strictly extra-curricular, has long since moved into the curriculum. In a similar fashion in many areas in Canada, band, choir, dramatics, and journalism, once strictly extra-curricular, are now part of the curriculum and credits are given as for any other program.

III. THE SEARCH FOR NOMENCLATURE

One aspect of the development of extra-curricular activities, and one which mirrors the changing attitude to

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[10]McKown, loc. cit.

these activities, is shown in the changing nomenclature. One of the earliest uses of the term "extra-curricular" occurs in an article written by Harwood in 1918:

> Any high school principals or faculties in handling the extra-curricular activities of their schools may follow one of three policies. They may (1) ignore the existence of student organizations, that is, may let the student have entire control; (2) dictate, that is, assume control, as in the classroom, allowing little freedom for student initiative; or (3) co-operate with the students.[11]

From then on through the twenties, thirties, and forties the term "extra-curricular" was stylish. This is reflected in the titles of books published during these times by Foster[12], Fretwell[13], Jordan[14], and McKown.[15] These authors appear to be the recognized authorities through the period of the twenties and thirties when the extra-curricular program was becoming an integral part of the school.

This borne out by Chisholm:

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[11]Hazel M. Harwood, "Extra-Curricular Activities in High Schools", The School Review, xxvi:4 (April, 1918), p. 273.

[12]Charles R. Foster, Extra-Curricular Activities in the High School (Richmond: Johnson Publishing Company, 1925), 222 pp.

[13]Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931), 552 pp.

[14]Riverda H. Jordon, Extra-Classroom Activities (New York: Thomas Y. Crowell Company, 1928) 302 pp.

[15]Harry McKown, Extracurricular Activities (New York: The MacMillan Company, 1952), 666 pp. first published in 1937.

> By the latter part of the 1920's the scope of the curriculum generally had been expanded to include the extra-curricular, as indicated by a widespread interest of educators in these activities under the influence of a decade of leadership on the part of a number of capable authorities. It should be added that the efforts of those leaders also had a great effect in stimulating interest in an acceptable program of extra-curricular activities.[16]

In the decade beginning in 1950 a definite indication of the integration of the extra-curricular with the curricular can be found in the sudden dropping of the term "extra-curricular" from the literature.

In commenting on this Kilzer, Stephenson, and Nordberg say:

> The term "extra-curricular activities" is both inaccurate and undesirable, but it is often used for no better reason than that people generally understand its meaning. It has unfortunate implications because extra implies that the activities are extraneous to the real purpose of the school. Fortunately, significant progress is now being made in the direction of better terminology.[17]

This progress is reflected in the titles of the standard reference works of the present decade by Johnston and Faunce[18]; Gruber and Beatty[19]; Miller, Moyer and

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[16]Leslie L. Chisholm, The Work of the Modern High School (New York: The MacMillan Company, 1953), p. 413

[17]Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, 1956), p. 1.

[18]Edgar G. Johnston, and Roland C. Faunce, Student Activities in Secondary Schools (New York: Ronald Press: 1952), 369 pp.

[19]Frederick C. Gruber and Thomas B. Beatty, Secondary School Activities (New York: McGraw Hill Company Inc., 1954), 307 pp.

Patrick[20]; and Kilzer et al.[21]

Perhaps the most acceptable of the newer terms is "allied activities" as used by Kilzer[22], and "cocurriculum" as used by Miller.

Miller says:

> In this book cocurriculum is used primarily because it most nearly reflects the relationship that exists between the inclass activities and the out-of-class activities of the school. The implication is that one type of activity is relatively as significant as the other in aiding students to become well-adjusted individuals.[23]

IV. STATEMENTS OF PRINCIPLES

One approach to evaluating the extra-curricular program offered in any school, would be to formulate a set of principles which would be characteristic of an ideal program.

Although this is not the approach used in this investigation, such a set is included to show how an extra-curricular program may be measured against an arbitrary set of principles.

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[20]Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs: Prentice-Hall, 1956), 651 pp.

[21]Kilzer et al., op. cit., 375 pp.

[22]Ibid., p. 2.

[23]Miller et al., op. cit., p. 3.

In a study of the literature it soon becomes evident that the principles given by the different authors are not only similar to one another, but are in most cases based on the Seven Sign Posts of a good extra-curricular program as proposed by Fretwell back in 1931. Fretwell's Seven Sign Posts are as follows:

1. The school shall develop a constructive program of extra-curricular activities.
2. This constructive plan of extra-curricular activities shall grow out of the life of the school.
3. This constructive plan shall recognize that the pupil is a citizen of the school.
4. Teachers shall accept, wholeheartedly, the responsibility of developing the school's extra-curricular activities.
5. Extra-curricular activities shall be supervised.
6. Intelligent public opinion shall be developed.
7. The principal is responsible.[24]

In 1937 and again in 1953 McKown expanded the list considerably. His eighteen principles are:

1. The student is a citizen of the school.
2. The school must have a constructive program.
3. These activities shall be scheduled in school time.

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[24]Fretwell, op. cit., pp. 12-15.

4. All students should participate.

5. All admission and participation requirements should be democratic.

6. Students severing connection with the school should cease to participate in its activities.

7. Students should not be excused from class to participate in extra-curricular activities.

8. Student leadership should be carefully promoted and developed.

9. Adequate provision for administering and supervising these activities should be made.

10. These activities should be considered a part of the regular program of the teacher.

11. The teacher-sponsor should be an advisor and not a dominator.

12. Activities should be started in a small way and developed gradually and naturally.

13. No activity should be organized without careful consideration, nor allowed to die without protest.

14. The necessary facilities and equipment should be provided.

15. Every organization should keep a permanent record of its activities.

16. Extra-curricular financing should be adequate, fair, and safe.

17. The school and community should be kept well informed about the activity program.

18. Extra-curricular activities are not all important.[25]

In 1952 the National Association of Secondary School Principals was quite content to accept Fretwell's original

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[25]McKown, op. cit., pp. 17-25.

Seven Sign Posts.[26]

In 1956 Kilzer et al. offered thirteen guiding principles:

1. Allied activities and curricular subjects should supplement each other.

2. An activities period should be provided in the schedule of the school.

3. A constructive program should be provided.

4. Participation by pupils should be both stimulated and limited.

5. Admission requirements should be democratic.

6. Teacher-sponsors of allied activities should be given load-credit.

7. Pupils should be given greater freedom and responsibility in allied activities than in the regular course work.

8. Proposed new activities should be chartered before they are approved.

9. An adequate program of administration and supervision is essential.

10. Pupils should be given experience in both leadership and followership.

11. All meetings should be held on school premises unless permission is obtained from the principal to hold them elsewhere.

12. As far as possible, participation in contests should be determined on the basis of pressure from pupils, teachers, community, or sponsoring organization.

13. The offerings in allied activities should be re-evaluated frequently.[27]

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[26]National Association of Secondary School Principals Bulletin, Vitalizing Student Activities in Secondary Schools (Washington: xxvi: 184, February, 1952), p. 24.

[27]Kilzer et al., op. cit., pp. 11-15.

In the same year Miller et al. in their discussion of guiding principles of the cocurriculum, reiterate Fretwell's Seven Sign Posts and then offer fourteen of their own based on twenty-five years of insights and experiences since the original Sign Posts. These expanded principles are:

1. The pupil should be regarded as a citizen of his school.

2. A constructive program is necessary.

3. All students, teachers and administrative personnel should contribute to the promotion of the program.

4. Co-operation (team work) is basic.

5. Activities tend to flourish in a democratic setting.

6. Few, if any, restrictions should be placed on participation.

7. Pupil participation has natural limitations.

8. Guidance, individual and group, must be emphasized.

9. The process is more important than the product.

10. The program should be predicated upon the purposes for which our schools exist.

11. The program should take into account the special or unique needs of a particular school.

12. To insure maximum attention to the needs and interests of all pupils, a comprehensive and well balanced program must be provided.

13. Authority must be commensurate with delegated responsibility.

14. The program must be evaluated with special reference to its contribution to the accepted educational values of the school and the effi-

ciency with which the several activities are carried through.[28]

It can be seen that there is considerable overlapping of principles, so that from these lists it is possible to formulate a working list of guiding principles to a good extra-curricular program.

It may also be noted that there is some disagreement among the lists of principles in the matter of participation, some advocating complete participating, and some recommending that limits be placed on admission. At the same time, on the two occasions that it is mentioned, there is agreement on the necessity of having an extra-curricular period in school time.

V. EVALUATIVE STUDIES

It will be noticed that each list of principles mentions the necessity of evaluating the extra-curricular program, and yet this is one point which the literature tends to overlook.

The need for evaluation is recognized by the National Association of Secondary School Principals when it claims that one of the reasons for the failure of the failure of the extra-curricular to achieve its ultimate potential is because "There has been no consistent effort

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[28]Miller et al., op. cit., pp. 21-25

to evaluate activities in terms of fundamental objectives."[29]

The Association pursues this point further by saying:

> Improved personnel records and new instruments of evaluation based on objectives hold much promise for constructive progress in this field. If activities are to make a significant contribution to the total educational program, teachers-and pupils-need constantly to be measuring outcomes in terms of clearly defined objectives.[30]

The need for evaluation is recognized by Miller *et al.* when they say:

> Evaluation consists, basically, of gathering facts or information, generalizing, and drawing conclusions in terms of the school's objectives. Improvements or growth will more likely come if conclusions and recommendations are arrived at on the basis of adequate data objectively weighed. Too often progress is impeded when insufficient data are obtained and then weighed in terms of one's emotions instead of by objective critical judgment. Intelligent evaluation is essential for growth.[31]

The objectives of evaluation are twofold, as pointed out by McKown. He states that the purposes of evaluation are to determine the immediate effects of participation, and to determine the ultimate effect of participation.[32]

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[29]National Association of Secondary School Principals Bulletin, *op. cit.*, p. 10.

[30]*Ibid.*, p. 11.

[31]Miller *et al.*, *op. cit.*, p. 593.

[32]McKown, *op. cit.*, pp. 632-33.

This latter is a point which must not be overlooked. If the extra-curricular program is going to assist in achieving the objectives of education, the success of the extra-curricular program will of necessity not be apparent until the student has graduated from high school. The high school graduate is one evaluative possibility that is overlooked by many writers.

Counts, writing thirty-eight years ago, advocates inquiring from high school graduates as to the effectiveness and value of the extra-curricular program. In fact, he suggests that this is the only logical way to measure the desirable outcomes of extra-curricular activities. He says:

> Only by the measurements of its contribution to the accepted objectives of education, through the development of habits, knowledges, attitudes, dispositions, and powers can the value of any school procedures be determined.[33]

Another author a decade later, Cory, also suggests that the only way to evaluate the effectiveness of an extra-curricular program is to ask the high school graduates. He reports a survey of this type which he conducted, and his first conclusion was:

> Often school officials and teachers place undue emphasis on extra-curricular activities that are of little value to the participants from the standpoint

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[33]George S. Counts, "Procedures in Evaluating Extra-Curriculum Activities". The School Review, xxxiv:6 (June, 1926), p. 419.

of extensiveness of use after graduation and the worthwhileness of the activities themselves.[34]

As to the actual devices and techniques for conducting an evaluation, there are numerous suggestions in the literature. Kilzer *et al.* suggest a score card based on their thirteen guiding principles.[35] Gruber and Beatty suggest a list of rating devices.[36] In the use of the questionnaire for evaluating extra-curricular activities both Miller *et al.*[37] and Hand[38] have actual examples of questionnaires which can be used for student, teacher, principal, and parent opinion.

It is the rather neglected area of evaluation that this thesis is designed to investigate, with particular emphasis on the ultimate effects of the program, by obtaining the opinions of graduates and parents.

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[34]F. Byron B. Cory, "High School Graduates Appraise Extra-Curriculum Activities," *The School Review* xliii:9 (November, 1935), p. 681.

[35]Kilzer *et al.*, *op. cit.* p. 15.

[36]Gruber and Beatty, *op. cit.*, p. 278

[37]Miller *et al.*, *op. cit.*, pp. 605-14

[38]Harold C. Hand, *What the People Think About Their Schools* (New York: World Book Company, 1948), pp. 153-217.

CHAPTER III

METHODOLOGY

I. THE APPROACH TO EVALUATION OF EXTRA-CURRICULAR ACTIVITIES

Of all the multitude of books on the subject very few seem to give adequate coverage to the evaluation aspect of extra-curricular activities. Most of those which mention evaluation dismiss it by referring to the possibility of questioning pupils, parents, teachers, administrators, and only rarely, graduates. Very few show any concern for objectives and principles of evaluation.

There are two books, however, which devote a chapter each to evaluation, and do examine the reasons and principles of evaluation. Miller *et al.* point out three primary objectives for the evaluation of cocurricular activities:

1. To learn what has been achieved.
2. To discover strengths and weaknesses.
3. To improve the program.[1]

If this thesis had been an investigation by a school board administration into the merits of the School's extra-curricular program, these objectives could have been accepted for this work. However, while the purpose of this investi-

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[1]Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs: Prentice-Hall, 1956), p. 594

gation may have been incidentally to discover strengths and weaknesses, it was not primarily designed to improve the program. Hence these objectives did not seem suitable. McKown, as has been stated earlier, gives two objectives of evaluation:

1. To determine the immediate effects of participation.
2. To determine the ultimate effect of participation.[2]

These objectives seem more in line with the purpose of this investigation. The first objective could be satisfied by a parent questionnaire, as parents would undoubtedly have opinions as to the effect of extra-curricular activities on their children's general emotional attitude, and use of leisure time.

Certainly, in satisfying the second objective, the graduate is a vital source of information. This is directly the concern of this investigation. Relationship between extra-curricular participation and post-school success must be determined from graduates, and in this McKown agrees:

> . . .it has often been stated that the individual's standards of leisure have been fairly completely established by the time he leaves high school. If this is true then it is reasonable to assume that the school must accept almost entire responsibility for the setting of those standards. Therefore a check up on former students and alumni, after they have been out of school for several years, should offer some evidence as to the effectiveness or ineffectiveness of the school's program.

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[2]Harry McKown, Extra-Curricular Activities (New York: The MacMillan Company, 1952), p. 632.

> Here again, such an investigation would not show us exactly to what these adults' standards were directly attributable, nor would they indicate how much higher or lower they might have been had these pupils not participated, or participated more. Nevertheless, we must assume that the school does have considerable influence, and also that these final developments do represent ultimate effects.[3]

Thus the objective of this investigation was closely allied with McKown's second objective, because in the investigation an attempt has been made to determine the ultimate effect of participation.

To govern the procedure of evaluation Miller *et al.* offer eight principles:

1. Evaluation of the cocurriculum is but a part of the total school program for judging the effectiveness of instruction.

2. All aspects of the cocurriculum must be evaluated.

3. Everyone directly affected by the cocurricular program should be invited to assist in the evaluation of it.

4. A variety of evaluative procedures should be employed.

5. Objectivity is essential.

6. All data must be organized and critically analyzed so that recommendations may be drawn from it.

7. Records pertaining to evaluation should be kept and used.

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[3]*Ibid.*, p. 633.

8. Evaluation is a continuous process.[4]

These principles are obviously meant to apply to the evaluation of a particular program of extra-curricular activities, in a single school or school district, and not so much to the evaluation of extra-curricular activities in general. However, principles five and six were particularly applicable here.

II. METHOD OF PROCEDURE

From the two objectives of McKown which were accepted as basically suitable for this work, the task was directed to two paths, evaluation of the immediate effect and evaluation of the ultimate effect. It was felt that the two groups which could give the most adequate answers to these two objectives were the parents and the graduates respectively.

In this regard, McKown says of opinions of parents:

> The adults of the community, too, are in a good position to evaluate the extra-curricular program, because they are continually hearing the informal discussion of their children..., noting the attitudes taken towards activities by these students, as well as those taken by other parents and patrons.[5]

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[4]Miller et al., op. cit., p. 595.

[5]McKown, op. cit., p. 637.

Regarding opinions of graduates, McKown has this to say:

> The graduates and former students of the school are in a good position to rate the effects of their participation because they are far enough away to be uninfluenced by its immediate appeal. Probably, too, they have had experiences in which they could see its potential values, whether these obtained or not.[6]

This investigation, then, was based on a poll of parents and graduates. It was a normative survey whereby one questionnaire was sent to parents of pupils currently enrolled in the Langley Junior Senior High School; and another questionnaire was sent to people who had graduated from the school since 1948, which marked the beginning of any appreciable extra-curricular program in this school.

This investigation was conducted in 1960, therefore the period covered by the responses ran from 1948 to 1960. The Langley High School in this period had an enrollment of 900 to 1050, although for two years, 1957 and 1958, because of overcrowding, it was on shift, with 700 on each shift. During this time it enrolled students in Grades Seven to Thirteen.

The school, during the years under investigation, had a good academic record, with many of its graduates winning scholarships to university. It had an extensive extra-curricular program including sports, although the athletic activities were developed to a lesser degree than

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[6] Ibid., p. 636.

the non-athletic activities. The school was constructed in 1947-48 and is well equipped for extra-curricular activities and sports. It has a gymnasium, and one of the few cinder tracks in the Fraser Valley.

Langley High School is situated in a farming community, about one mile from the town of Langley itself. All students remain at school during the lunch hour, and possibly 90 per cent of the students travel by bus. This probably explains the greater interest in non-athletic activities, which take place at noon hour; and the lesser interest in athletic activities, which take place after school or in the evening and require the students to provide their own transportation. This involves distances up to fifteen miles in this farming community.

The opportunities offered for participation in extra-curricular activities were extensive. School government was well organized. There was always a school paper and an annual. A Boys' Hi-Y and a Girls' Y-Teens were two of the strongest clubs in the school. At various times there were Future Teachers, Future Farmers, and Future Secretaries Clubs. An Inter-School Christian Fellowship Club existed through these years. Each year the students produced an operetta or a variety show, so there was opportunity for drama and music. Choirs and bands existed in those years as extra-curricular activities. Public speaking contests were held every year. In addition, from time to time, various hobby

and special interest clubs were in operation.

In sports, in the early years soccer was a major sport. The school always had basketball teams in the Fraser Valley League. Track and field had a considerable following, partly because of the existence of the cinder track. A Bowling Club operated under school sponsorship.

Generally speaking, facilities for extra-curricular activities were good, and activities had interested teachers as sponsors. No limitation was placed on participation. A student participated in extra-curricular activities at his own discretion, subject to the possible limitation imposed by transportation difficulties.

The Langley High School had a well-balanced academic and extra-curricular program. As such, it seemed a good school in which to conduct an investigation on extra-curricular activities.

III. INSTRUMENTATION

Following the formulation of the hypotheses, the definition of the sub-problems, and the survey of the literature, it was possible to list the points to be considered in constructing the questionnaire.

These points are as follows:

1. First to be considered are the four basic hypotheses-participation in extra-curricular activities contributes to fulfilling aims and objectives of education;

some activities make a greater contribution than others, non-athletic activities more so than athletic; parents feel that time spent in extra-curricular activities is time well spent in terms of adolescent development; participation in extra-curricular activities while in high school has a bearing on choice of future vocation.

2. The sub-problems are the extent to which experience in extra-curricular activities is used in adulthood, either in work or leisure; comparative values of athletic activities and non-athletic activities; the extent to which participation affects character development and citizenship training; whether extra-curricular activities should be conducted in school time; and what additional activities are recommended.

3. The objectives of education are to develop the character of our young people, to train them to be good citizens, and to teach them the fundamental skills of learning necessary for further education and adult life.

4. The objectives of evaluation are to determine the immediate effects of participation, and to determine the ultimate effects of participation.

In consideration of these points, an outline was constructed to act as a guide for the questions to be asked. Information sought was organized as follows:

A. Information regarding immediate effects on:

1. Character development - Do extra-curricular activities influence adolescent development? Encourage desirable characteristics? Develop good citizenship habits? Enable children to mix with others more freely?
2. Leadership - Is the quality of leadership brought out in any way by extra-curricular activities?
3. Pupil attitude - Does the child have a better attitude toward school and teachers? Show esprit de corps and good morale as result of extra-curricular activities?
4. School work - Does school work suffer because of time spent on extra-curricular activities? What is the effect on homework?
5. Value of time spent - Is time spent on extra-curricular activities justifiable? Should more activities be done on actual school time?
6. Leisure time - Does participation in extra-curricular activities influence leisure time activities? Do school activities carry over into pupil's own time? Is this good or bad?

B. Information regarding ultimate effect on:

1. Character development - To what extent do extra-curricular activities contribute to

the desirable character traits of an adult citizen?

2. Citizenship - Does active membership in school clubs with the responsibility of membership in a group have any carry-over into membership in a democratic society?
3. Leadership - Does the responsibility of holding office in school clubs have any effect on leadership ability in later life?
4. Use of leisure time - Do interests developed during participation in high school activities (dancing, singing, music, dramatics, reading, athletics) have an effect on use of leisure time activities?
5. Avocation - Do any interests developed in extra-curricular activities carry over into adult hobbies?
6. Vocation - Do any interests developed in extra-curricular activities carry over into life work (radio, journalism, theatre, or other professional or vocational fields)?

C. General information on:

1. Comparative value - Do some extra-curricular activities contribute more than others to realization of educational objectives. Are the most popular activities necessarily the

most beneficial? Do athletic activities contribute more or less than non-athletic activities.

2. Extent of participation - Why do some students participate more than others?
3. Justification of time spent - Is the time spent on extra-curricular activities justifiable in terms of accomplishing education objectives? Should more or less time be devoted to extra-curricular activities?
4. Extra-curricular activities in school time - Should extra-curricular activities be carried on during non-teaching time or should time for extra-curricular activities be scheduled in the school timetable as an activities period?
5. Limits of participation - Do some students participate in too many activities? Can over-participation be detrimental to academic achievement? Should limits of scholarship be placed on participation?
6. Additional activities recommended - What activities should the school be offering to improve its extra-curricular program? What activities could be eliminated?

Once it was known what information was sought, it was possible to proceed to the next step in making up the

questionnaire, the organization of the information required into that sought from parents and that sought from graduates.

For the parents, a questionnaire was constructed which attempted to assess their opinion as to:

1. Value of extra-curricular activities to adolescent development.
2. Effect on development of leadership qualities.
3. Effect of extra-curricular activities on pupil attitude to school.
4. Effect on schoolwork, homework.
5. Amount of time which should be spent on extra-curricular activities.
6. Effect of extra-curricular activities on leisure time activity.
7. Comparative value of different types of extra-curricular activities.
8. Desirability of carrying on extra-curricular activities in school time or pupil's own time.
9. Desirability of limiting participation in extra-curricular activities.
10. Additional activities recommended.
11. Most valuable contribution made by extra-curricular activities.

For graduates, a questionnaire was constructed which attempted to assess their opinion as to:

1. Effect of extra-curricular activities on character

development.

2. Effect on preparation for citizenship.
3. Effect of extra-curricular activities on preparation for leadership.
4. Effect on preparation for leisure activity.
5. Effect of extra-curricular activities on choice of a hobby.
6. Effect on choice of vocation.
7. Preferential listing of most significant extra-curricular activities.
8. Reasons for non-participation in extra-curricular activities.
9. Desirability of carrying on extra-curricular activities in school time or pupil's own time.
10. Desirability of limiting participation in extra-curricular activities.
11. Additional extra-curricular activities which should be offered.
12. Most valuable contribution made by extra-curricular activities.

IV. COLLECTION OF DATA

One questionnaire was sent to two hundred graduates of Langley High School. These were selected purely on the basis of available addresses. The questionnaires were sent through the mail and returned in self-addressed stamped envelopes.

The other questionnaire was sent to approximately three hundred parents of pupils presently enrolled in grades ten, eleven, and twelve in the high school. No attempt was made to select parents. Each student in the three grades was given a sealed envelope containing the questionnaire and was asked to take it home and give it to one of his parents. The responses were returned in self-addressed stamped envelopes.

Every attempt was made to contact as many graduates as possible. This was made difficult by the fact that in a farming area most of the graduates move away from the community after graduation to seek employment or to further their education. Consequently, the number of questionnaires sent to graduates was dependent on the number of addresses available.

Similarly, every attempt was made to encourage the students in grades ten, eleven, and twelve to take the questionnaire home to their parents. It is suspected that a great many parents, perhaps because they lacked the first-hand connection with the school and with the extra-curricular program that the graduates had, did not show the same interest in completing the questionnaire. Certainly a greater percentage of graduate questionnaires were returned than parent questionnaires were.

On each parent questionnaire the parents were asked to identify themselves as being fathers or mothers of boys

or girls in grades ten, eleven, or twelve. This was done in case there might be differences of opinion regarding extra-curricular activities between fathers and mothers, or differences as to the effects of extra-curricular activities between boys and girls.

CHAPTER IV

ANALYSIS OF DATA:
QUESTIONNAIRES FROM PARENTS

The parents returned 154 questionnaires, representing a 51 per cent return on the approximately 300 questionnaires sent out. Ninety-one mothers and sixty-three fathers reported. The number of girls reported on was seventy-eight, and the number of boys was seventy-six.

All parents who returned the questionnaire appear to have given it considerable thought as there were very few questions unanswered. The questions requiring parents to make suggestions or written comments were completed in most cases.

Fifteen questions were to be answered. The results on each question will be discussed in the remainder of this chapter.

QUESTION 1 Would you describe the amount of time your child spends on extra-curricular activities (both athletic and non-athletic) as: (check one) (a) Spends all his spare time. (b) Spends almost all his spare time. (c) Spends some time. (d) Spends no spare time (does not take part).

It appears from Table I that participation by the students in the extra-curricular program was almost complete, with only 6 per cent of the students reported on not taking part to some extent at least.

TABLE I

AMOUNT OF THEIR SPARE TIME PUPILS SPEND ON EXTRA-CURRICULAR ACTIVITIES

	Mothers of girls (N=54)	Mothers of boys (N=36)	Fathers of girls (N=23)	Fathers of boys (N=40)	Total (N=153)
a. Spends all his spare time.....	1.9%	2.8%	0%	0%	1.3%
b. Spends almost all his spare time...	13.0	22.2	13.0	10.0	14.4
c. Spends some time.	81.4	63.9	82.6	85.0	78.4
d. Spends no time (does not take part).....	3.7	11.1	4.4	5.0	5.9
Total	100%	100%	100%	100%	100%

QUESTION 2 Do you feel that taking part in extra-curricular activities is helping to develop your child's character?
(a) Very much. (b) Some. (c) None.

Table II shows that parents were almost equally convinced that extra-curricular activities contributed either "very much" or "some" to the development of a child's character. Of the six parents reporting "none", three of these also reported "spends" no time" on extra-curricular activities (question 1).

QUESTION 3 Do you feel that taking part in school activities will help your child to become a better citizen; that is, is it helping him develop a sense of responsibility and the ability to work with others?
(a) Very much. (b) Some. (c) None.

Table III indicates that parents felt that participation in extra-curricular activities contributed toward the development of responsibility and ability to work with others. Of the parents reporting, 59 per cent felt that taking part in school activities contributed "very much" toward citizenship development, and 39 per cent felt that participation contributed "some".

TABLE II

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO CHARACTER DEVELOPMENT

	Mothers of girls (N=55)	Mothers of boys (N=36)	Fathers of girls (N=23)	Fathers of boys (N=40)	Total (N=154)
a. Very much.....	45.5%	41.7%	56.5%	47.5%	46.9%
b. Some.....	52.7	52.8	43.5	45.0	49.4
c. None.....	1.8	5.5	0	7.5	3.7
Total	100%	100%	100%	100%	100%

QUESTION 4 Do you feel that taking part in school activities helps to develop qualities of leadership?
(a) Very much so. (b) Some. (c) No.

Of the parents reporting, Table IV shows that 61 per cent felt that participation in extra-curricular activities contributed "very much so" to the development of leadership qualities, and another 37 per cent felt that "some" contribution was evident.

TABLE III

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO CITIZENSHIP QUALITIES

	Mothers of girls (N=54)	Mothers of boys (N=36)	Fathers of girls (N=25)	Fathers of boys (N=40)	Total (N=155)
a. Very much.....	66.7%	52.6%	60.0%	52.5%	58.7%
b. Some.....	33.3	44.4	40.0	40.0	38.7
c. None.....	0	3.0	0	7.5	2.6
Total	100%	100%	100%	100%	100%

TABLE IV

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO LEADERSHIP QUALITIES

	Mothers of girls (N=55)	Mothers of boys (N=36)	Fathers of girls (N=23)	Fathers of boys (N=39)	Total (N=153)
a. Very much so.....	58.2%	63.9%	69.6%	56.4%	60.8%
b. Some.....	41.8	33.3	26.1	38.5	36.6
c. No.....	0	2.8	4.3	5.1	2.6
Total	100%	100%	100%	100%	100%

QUESTION 5 Do you feel that extra-curricular activities tend to have a <u>good effect</u> or a <u>bad effect</u> on school work, homework, and school marks?
(a) Good effect. (b) No effect. (c) Bad effect.

There seems to be no clear cut decision here. Table V shows that 40 per cent of the parents indicated that extra-curricular activities had a "good effect" and 49 per cent

indicated that they had "no effect". Of the sixteen parents reporting that participation had a "bad effect", five were parents of students in Grade Ten, three of students in Grade Eleven, and eight of students in Grade Twelve.

TABLE V

OPINIONS REGARDING THE EFFECT OF EXTRA-CURRICULAR ACTIVITIES ON SCHOOL WORK

	Mothers of girls (N=54)	Mothers of boys (N=34)	Fathers of girls (N=20)	Fathers of boys (N=40)	Total (N=148)
a. Good effect.....	44.4%	44.1%	50.0%	27.5%	40.5%
b. No effect.....	46.3	52.9	40.0	52.5	48.7
c. Bad effect.....	9.3	9.3	10.0	20.0	10.8
Total	100%	100%	100%	100%	100%

QUESTION 6 Do you feel that taking part in school activities is helping to create a better attitude toward school work on the part of your child; that is, making him more enthusiastic about school work?
(a) Very much. (b) Some. (c) None.

Table VI shows that 34 per cent of the parents indicated that taking part in school activities contributed "very much" to creating a better attitude on the part of the pupil toward school work in general; while 50 per cent indicated "some" contribution.

QUESTION 7a Do you feel that too much or too little actual school time (teaching periods throughout the day) is spent on extra-curricular activities?
(a) Too much time. (b) Just about right.
(c) Too little.

Table VII shows that a majority of parents, 68 per cent, indicated that they felt the actual school time spent on extra-curricular activities is just about right. Of those who disagree, parents of boys felt that too much time was spent, whereas parents of girls felt that too little time was being spent.

TABLE VI

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO IMPROVEMENT IN ATTITUDE TOWARD SCHOOL

	Mothers of girls (N=54)	Mothers of boys (N=36)	Fathers of girls (N=22)	Fathers of boys (N=40)	Total (N=152)
a. Very much.....	38.9%	33.3%	36.4%	27.5%	34.2%
b. Some.....	42.6	55.6	50.0	55.0	50.0
c. None.....	18.5	11.1	13.6	17.5	15.8
Total	100%	100%	100%	100%	100%

TABLE VII

AMOUNT OF SCHOOL TIME PUPILS SPEND ON EXTRA-CURRICULAR ACTIVITIES

	Mothers of girls (N=54)	Mothers of boys (N=35)	Fathers of girls (N=23)	Fathers of boys (N=41)	Total (N=153)
a. Too much time....	11.1%	17.2%	13.0%	24.4%	16.3%
b. Just about right.	74.1	71.4	65.2	61.0	68.6
c. Too little.....	14.8	11.4	21.8	14.6	15.1
Total	100%	100%	100%	100%	100%

QUESTION 7b Do you feel that too much, or too little of the pupil's own free time (noon hour, after school) is spent on extra-curricular activities?
(a) Too much time. (b) Just about right.
(c) Toolittle.

Table VIII complements Table VII and shows that parents felt that the balance of school time spent and pupil time spent was "just about right". Of the 25 per cent who disagreed, about twice as many felt that "too little" time was being spent, rather than "too much time".

TABLE VIII

OPINIONS REGARDING PROPORTION OF PUPIL'S TIME SPENT ON EXTRA-CURRICULAR ACTIVITIES

	Mothers of girls (N=54)	Mothers of boys (N=36)	Fathers of girls (N=23)	Fathers of boys (N=40)	Total (N=153)
a. Too much time....	9.3%	8.3%	4.3%	5.0%	7.2%
b. Just about right.	68.5	77.8	78.3	77.5	74.5
c. Too little.....	22.2	13.9	17.4	17.5	18.3
Total	100%	100%	100%	100%	100%

QUESTION 8 Do you feel that taking part in school activities helps to teach young people how to use leisure time; that is, does it help to develop good leisure time interests and hobbies?
(a) Yes. (b) To some extent. (c) No.

One of the basic problems of this thesis was to evaluate the effect of participation in extra-curricular activities on standards of leisure. As far as parents are concerned, Table IX shows that all but 3 per cent of those reporting

agreed that participation contributes to better use of leisure time, at least "to some extent", although the majority agreed without qualification.

TABLE IX

OPINIONS REGARDING CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO LEISURE TIME ACTIVITIES

	Mothers of girls (N=55)	Mothers of boys (N=36)	Fathers of girls (N=23)	Fathers of boys (N=40)	Total (N=154)
a. Yes.....	60.0%	55.6%	56.5%	45.0%	54.5%
b. To some extent..	36.4	44.4	39.1	52.5	42.9
c. No.....	3.6	0	4.4	2.5	2.6
Total	100%	100%	100%	100%	100%

QUESTION 9a It is possible that some kinds of extra-curricular activities do more to fulfill the aims of education than others. Do you feel that a greater contribution is made by athletic activities or non-athletic activities such as those listed in part (b) below?
(a) Athletic. (b) Non-athletic. (c) About the same.

One of the basic hypotheses of this thesis is that non-athletic activities make a greater contribution than athletic activities. Half of the parents reporting felt that non-athletic and athletic activities contributed about the same. Of the other half reporting, twice as many felt that non-athletic activities made the greater contribution. This is shown in Table X.

TABLE X

OPINIONS REGARDING RELATIVE CONTRIBUTIONS
OF ATHLETIC AND NON-ATHLETIC ACTIVITIES

	Mothers of girls (N=53)	Mothers of boys (N=33)	Fathers of girls (N=22)	Fathers of boys (N=41)	Total (N=149)
a. Athletic.....	11.3%	18.2%	18.2%	17.1%	15.4%
b. Non-Athletic.....	34.0	30.3	36.4	39.0	34.9
c. About the same...	54.7	51.5	45.4	43.9	49.7
Total	100%	100%	100%	100%	100%

QUESTION 9b Of the non-athletic activities, which of the following types of activity makes the greatest contributions to child development: in other words, which activities do you consider most valuable?
(Check the three most valuable; or if you have no opinion, check #14)

Perhaps as a reflection of our adult world of service clubs, the parents chose the service-social type clubs as the non-athletic activity which seemed most valuable. This was followed by school government, with occupation-type clubs and discussion type clubs close behind. All four of the top choices, service, occupation, government, and discussion, are areas of interest which will become prominent in the pupil's life after leaving school. The selection of these top four by the parents shows the importance which parents attached to extra-curricular activities in preparation for adult life.

Additional activities suggested included French plays, foreign language clubs, ballroom dancing, history club,

industrial arts club, and swimming.

Relative values attached by the parents to various non-athletic activities are shown in Table XI.

TABLE XI

OPINIONS REGARDING RELATIVE VALUE OF VARIOUS NON-ATHLETIC ACTIVITIES
(figures represent frequency of response)

Rank Order	Mothers of girls	Mothers of boys	Fathers of girls	Fathers of boys	Total
1. Service-social type clubs.....	30	20	13	18	81
2. School government	23	19	11	20	73
3. Occupation-type clubs.....	28	13	7	19	67
4. Discussion-type clubs.....	22	12	8	23	65
5. Music activities.	17	10	9	8	44
6. Journalism activities	10	6	6	8	30
7. Religious-type clubs.....	10	8	1	7	26
8. Dramatic activities.....	6	5	2	4	17
9. School service clubs.....	3	2	2	6	13
10. Hobby-type clubs.	2	2	1	5	10
11. Dancing activities	3	3	3	0	9
12.5Subject-type clubs	4	1	1	2	8
12.5No opinion.....	2	2	2	2	8
14. Any other.....	4	3	0	0	7

QUESTION 9c Of the athletic activities which of the following types of activity make the greatest contribution to child development; in other words, which do you consider most valuable?
(Check the two most valuable; or, if you have no opinion, check #14)

Table XII shows that, of the team sports, basketball, in the parents' opinion makes the greatest contribution; with track and field in the individual sports leading the list.

Seven parents suggested additional sports: tennis (2), swimming (5), baseball (2), and camping.

TABLE XII

OPINIONS REGARDING RELATIVE VALUE OF VARIOUS ATHLETIC ACTIVITIES
(figures represent frequency of response)

Rank Order	Mothers of girls	Mothers of boys	Fathers of girls	Fathers of boys	Total
1. Track and Field..	29	22	12	19	82
2. Basketball.....	22	19	12	20	73
3. Softball.....	13	10	2	9	34
4.5 Bowling.....	7	6	4	8	25
4.5 No opinion.....	12	5	3	5	25
6. Volley ball.....	11	1	3	3	18
7. Badminton.....	3	3	4	4	14
8. Golf.....	3	3	3	3	12
9. Soccer.....	1	1	1	5	8
10. Others.....	3	1	2	1	7
11. Rugby.....	0	2	1	2	5
12.5 Curling.....	1	2	0	1	4
12.5 Boxing.....	0	2	0	2	4
14. Table Tennis.....	1	1	0	1	3

QUESTION 10 Some schools conduct their extra-curricular activities on the pupil's own time. Others have in addition, an activity period once a week, or once every two weeks when club meetings are held. Which do you feel is the better system?
(a) Pupil's own time. (b) Activity periods in school.

In the teaching profession there are two schools of thought on the handling of extra-curricular activities. One school advocates all extra-curricular activities in the pupil's own time, the other advocates having all activities in school during an activity period. Table XIII shows that neither school will get much comfort from the outcome of this question. The parents split almost equally, 51 per cent to 49 per cent.

TABLE XIII

OPINIONS REGARDING DESIRABILITY OF CONDUCTING ACTIVITIES IN PUPIL'S TIME OR SCHOOL TIME

	Mothers of girls (N=54)	Mothers of boys (N=35)	Fathers of girls (N=21)	Fathers of boys (N=39)	Total (N=149)
Pupil's own time....	51.9%	45.7%	42.9%	59.0%	51.0%
Activity periods in school.....	48.1	54.3	57.1	41.0	49.0
Total	100%	100%	100%	100%	100%

QUESTION 11 Do you feel that taking part in extra-curricular activities should be limited to those students who can keep their school marks up to a satisfactory standard; or should all pupils be allowed to take part, regardless of school marks?
(a) Should be limited. (b) No limits.

Another perennial question in connection with extra-curricular programs is that of limiting participation to students who are making satisfactory marks. Table XIV shows that parents, by an almost two-to-one majority favoured wide open participation, with "no limits", as to scholastic standards.

TABLE XIV

OPINIONS REGARDING DESIRABILITY OF LIMITING PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

	Mothers of girls (N=55)	Mothers of boys (N=34)	Fathers of girls (N=23)	Fathers of boys (N=41)	Total (N=153)
Should be limited...	36.4%	32.4%	30.4%	39.0%	35.3%
No limits.....	63.6	67.6	69.6	61.0	64.7
Total	100%	100%	100%	100%	100%

QUESTION 12 Can you suggest any extra-curricular activities that the school should offer in addition to the ones it already offers?

Forty parents responded to this question, even though there was some overlapping with questions nine (b) and (c).

In the sports category swimming was suggested most often (seven times), followed by hockey (2), tennis (2), football (2), boxing (2), softball, races, badminton, camping, outdoor club, and physical education (each mentioned once).

In the general category driving was mentioned four times despite the fact that the school has always had a driving course. Other activities suggested were tutor clubs (2),

handicraft club, good grooming club, mock student court, dancing class, political club, budgeting club, hobby-type club, do-it-yourself club, and a club to acquaint students with opportunities in different occupations.

One parent suggested activity periods under competent teachers' direction, and two parents suggested that there were enough or too many activities now.

QUESTION 13 What, in your opinion, is the greatest benefit a pupil gets from taking part in school activities?

Out of 154 parents reporting, 139 responded to this question. Table XV shows the most common responses by 119 of the parents. The seven greatest benefits most often mentioned were: co-operation, confidence, sportsmanship, leadership, character building, responsibility, and ability to mix with others.

In addition to the 119 parents reporting the seven most common benefits, another twenty parents listed additional constructive benefits. This made a total of 139 parents out of 154 who felt that participation in extra-curricular activities had desirable benefits.

The other twenty benefits mentioned, in addition to the seven listed above, were: fellowship (2), broader outlook (2), healthy mind and body, physical exercise, personal development, better interest, friendliness, sense of balance in all things, satisfaction, makes school more interesting (2), sense of belonging, balance of competition, good citizenship, relaxation, recognition, sense of belonging for students

who cannot "belong" in school work, sense of accomplishment.

One parent answered "nothing" to this question.

If the educational objectives of the school system include developing the character of our young people, and training them to be good citizens, then 139 parents felt that taking part in school activities contributed to the fulfilment of those objectives. Practically all the benefits listed by parents could be classified under either character development or training for citizenship.

TABLE XV

OPINIONS REGARDING MOST VALUABLE BENEFITS RECEVIED FROM PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
(figures represent frequency of response)

	Mothers of girls	Mothers of boys	Fathers of girls	Fathers of boys	Total
1. Cooperation....	13	15	11	17	56
2. Confidence.....	13	8	1	4	26
3. Sportsmanship..	5	1	4	0	10
4. Leadership.....	3	1	1	3	8
5. Character building.....	3	0	1	3	7
6.5 Responsibility.	3	1	1	1	6
6.5 Mix with others	5	0	1	0	6
Total					119

Note: The benefits listed in the above table were not suggested in the questionnaire, but are spontaneous suggestions by the parents.

QUESTION 14 Additional comments or ideas you might have on the value or otherwise of extra-curricular activities.

Here again no responses were suggested in the questionnaire. This was an opportunity for the parent to express any ideas he had which were not covered by the other fourteen questions. Even then there was some duplication.

Fifty-four parents gave comments or ideas. Of these, thirty-two responses could be classed as favourable to extra-curricular activities, and twenty-two could be classed as derogatory.

The favourable comments included: very beneficial; more clubs; good variety offered; do not limit participation for students with low academic standards because they might excel in art or music; there should be no time wasted; helps burn energies into well channelled, supervised, and worthwhile uses; organized game periods needed; it gives them something to look forward to; they get a chance to take up things which they might not do otherwise that could help choose a career; keeps the student interested in his school work; gives a child a wider selective range as to his future - abilities, interest, and compatability; exclusive concentration on academic subjects can tend to a narrow field of vision - there is need for both.

Comments continued along the same line: academic activities should be the main aspect of school, but a good balanced extra-curricular program should be continued; it

has already been proven to us by unsolicited comments in correspondence with ex-pupils the value of public speaking; all work and no play makes Jack a dull boy so extra-curricular activities are needed; more students should be encouraged to participate in extra-curricular activities to which they are suited; they help to create a better understanding between students and teachers and parents; a good course should be given in citizenship; teaches a child to get along with people; learning to give and take is necessary in group situations; brings out the backward student and helps the go-getter to forge ahead in lines not taught in regular school work; teamwork and fair-play fit the student for the business world; they fill a vital need in the development of character but the school should remain chiefly academic; adds interest to school work and trains students for their future roles in life; very good if it does not interfere with school work; I think that a student's school studies should be foremost in mind and all other activities secondary, thereby helping to round out a good future; more pupils should be urged to take part in extra-curricular activities; a better relationship between pupils and teachers; learning parliamentary procedure benefits them when adults; more time spent on extra-curricular activities; more personalized attention paid to students by teachers; extra-curricular activities are outlets for a student to express himself; to visit different types of

industry to see what might be expected of them in the future.

Of the derogatory type remarks, not all condemned extra-curricular activities as such; some admitted the need for extra-curricular activities but condemned the local arrangements.

These remarks included: does not participate because too much homework; basic education should not suffer at expense of extra-curricular activities; definitely not to interfere with school work; they should not be forced - even to-day some young people like to stand alone; extra-curricular activities are over-emphasized - some students get the idea that school is a social gathering where academic work is of secondary importance; more manner training needed badly in all activities; school should not take too much time - some should be left for church and family; teachers are not contributing to school spirit as much as they should; I would like to see a little more help in getting the boys through their awkward social period; I would like to see the shy or timid child encouraged to take part in extra-curricular activities; the clubs at school did not interest my son, but the boys gathered at home to build furniture as their winter project; I feel care should be taken that the child is working close to his capability before being allowed to participate, this prevents the less academically inclined child from being barred.

Further comments in the same vein included: not enough basic fundamentals, therefore no time for extra-curricular activities in school hours; extra-curricular activities should not be allowed to dominate a child's interests, rather to supplement and bring added interest in their school, its standards, and its spirit; if a pupil has to study a lot at home to keep her marks up she should not have extra-curricular work to interfere; more encouragement should be given to the child who is inclined to be shy or self conscious yet would like to take part in school activities; children living at a distance from schools and dependent on school bus schedules cannot participate in after school activities; leadership and enthusiasm should eminate from the Principal and Vice-Principal; especially in the country they are away from home long enough without staying for anything extra; if possible, arrangements should be made, in rural schools particularly, whereby students who travel by bus or have to work after school can participate in more extra-curricular activities; teachers should not take over the parents' job; more general participation and less spectator sports.

From these comments can be seen the fact that not all the so-called derogatory remarks are aimed against extra-curricular activities. About half of the comments implied approval, but criticized local administrative arrangements,

cautioned against an imbalance between academic work and extra-curricular activities, and referred to the problem of transportation in the rural districts.

Several parents wrote long thoughtful comments, indicating that they had taken the questionnaire quite seriously. One, who was in favour of extra-curricular activities said:

> I feel that extra-curricular activities are a good thing to have in a school and the reason I don't think there should be limits is that students with low marks may be apt to find it very important to be able to belong to something they can do well in, providing, of course, that the low marks aren't a result of laziness. Moreover, I feel that students who are not able to get satisfactory marks should have enough sense to limit themselves to the essential in order to keep their spirits up enough as to not become discouraged with school entirely.

In replying to question 9a (athletic activities versus non-athletic activities) one parent commented:

> Again I would like to add a few comments, that I might give my personal appraisal for what it is worth. Each student will derive from either athletic or non athletic activities according to his or her natural aptitudes. For instance, my eldest son being athletic in interests, found his extra-curricular activities in rugby satisfying and helpful in team play. My second son being thoroughly interested in carpentry, found far less benefit from his track activities than his older brother. However, his time that has been used for school projects requiring carpentry skill, has been a pleasure to him, but I must admit, I feel a detriment to his studies. He is not a good student and I personally feel that nothing should take his time from his school hours in class.

One parent who questioned the value of extra-curricular activities said:

> I think only a few students really benefit and they have been the leaders of their classes or groups from

elementary school on up to high school level and will continue to be leaders in later life too. They have the ability and personality and they get to be on student councils, club leaders, or are good at sports. I don't think the mediocre or slow students gain much.

Another parent who felt the same way but expressed it more forcefully said:

Primarily schools are halls of learning and some recreation goes a long way to take the dreariness out of it, but the trend seems to be towards turning our halls of knowledge into ballrooms and gaming dens. My son is a C student but I feel he had more possibilities than that because he had such an eager desire to take part in all the sports and hence skimmed over a lot of things. If those sports had not been so available and more time and discipline in study had been enforced he probably would have gone further.

Another parent who questioned extra-curricular activities, but implied that they had been forced on the schools, said:

Frankly I feel that schools are a place of learning the academic arts. Extra-curricular activities are to a great extent the responsibility of the parents. Also the extent of extra-curricular activities in school depends entirely on the capacity of the pupil. Too many parents expect to shift all their responsibility on to the school once the offspring starts school.

QUESTION 15 Which aspect of school, academic or extra-curricular, do you feel your child should spend more time on?
(a) More time on academic work. (b) More time on extra-curricular activities.
(c) Just about what he or she is doing now.

This final question indicated that parents seemed to approve of the extra-curricular program being offered in the school. Table XVl shows that 61 per cent of the parents reporting indicated that they wanted their child to continue on his present balance of academic and extra-curricular work.

The question arises, how many of this 61 per cent represent parents whose children are taking no part in extra-curricular activities, and are, therefore, satisfied with that state of affairs? Referring to Table I, we found that 94 per cent of the parents reported that their children spend at least "some time" or more on extra-curricular activities. Only 6 per cent of parents reporting indicated that their children took no part. Even if all these 6 per cent were included in the 61 per cent who are satisfied with the status quo, it would still leave 55 per cent of parents whose children were active participants, and who wished this balance continued. In addition, another 12 per cent wish to see the time increased.

At the same time, 27 per cent of the parents would like to see more time spent on academic work, implying that some students must be engaged in extra-curricular activities at the expense of academic work.

TABLE XVI

OPINIONS REGARDING HOW PUPIL'S TIME IN SCHOOL SHOULD BE SPENT

	Mothers of girls (N=55)	Mothers of boys (N=35)	Fathers of girls (N=23)	Fathers of boys (N=40)	Total (N=153)
More time on academic work.....	30.9%	25.7%	13.1%	30.0%	26.8%
More time on extra-curricular activities.....	16.4	2.9	21.7	7.5	11.8
Just about what he or she is doing now.	52.7	71.4	65.2	62.5	61.4
Total	100%	100%	100%	100%	100%

CHAPTER V

ANALYSIS OF DATA:
QUESTIONNAIRES FROM GRADUATES

Graduate questionnaires returned totalled 164, or an 82 per cent return on the 200 sent out. Responses came from ninety-three girls and seventy-one boys.

The findings are reported here where possible with boys' returns separate from those of the girls, and a further sub-division in each sex between those who graduated before 1958 and those who graduated in 1958 and since. This gives an approximately even division with forty-seven girls and thirty-nine boys for a total of eighty-six graduating before 1958, and forty-six girls and thirty-two boys for a total of seventy-eight graduating after 1958.

This breakdown will enable comparisons to be made, not only between boys and girls, but also between older and more recent graduates. It is possible that graduates' attitudes to extra-curricular activities may change as the time they are out of high school lengthens.

The questionnaires which were returned were thoughtfully completed, with questions requiring additional comments or writing answered in almost all cases.

QUESTION 1 Would you describe your participation in extra-curricular activities (both athletic and non-athletic) over the years as: (check one)
(a) Very active (took part in many). (b) Reasonably active (two or three each year). (c) Active (one activity each year). (d) Not active (took no part).

As Table XVII shows, all but one half per cent of the graduates replying participated to some extent in extra-curricular activities, with 53 per cent of them being "reasonably active".

In each of the year groups 80 per cent of the girls were "very active" and "reasonably active", while 69 per cent of the boys were in these two categories, indicating possibly that girls tended to become involved in more activities than boys did.

There was no appreciable difference in participation between older and more recent graduates. Of the graduates before 1958, 75 per cent reported in the "very active" and "reasonably active" categories; while the post 1958 graduates reported 74 per cent, a difference of only 1 per cent.

QUESTION 2 Do you feel that your participation in extra-curricular activities had a good effect on your character development; that is, did it help to develop desirable qualities such as initiative, reliability and the ability to get along with people?
(a) Yes. (b) Very little effect. (c) No effect.

There was strong agreement among the graduates that participation in extra-curricular activities had a good effect. Table XVIII shows that almost 85 per cent agreed to this.

Question 1 [illegible] high school [illegible] participate [illegible] extra-
curricular activities, [illegible]
athletic, [illegible] organizations? ([illegible])
(a) Very active (four or more [illegible]). (b) Moder-
ately active (two or three [illegible]). (c) Slight-
ly active [illegible]. (d) Not active (none
at all).

As shown in Table [illegible], all but [illegible] per cent of the graduates had participated to some extent in extra-curricular activities, with 33 per cent of these being [illegible].

In each of the year groups the per cent of those listed as "very active" or "frequently active", [illegible] the boys [illegible] in the two [illegible], indicating that girls tended to become involved in more activities than boys did.

There was no appreciable difference in activity between older and more recent graduates. Of the [illegible] before 1954, [illegible] per cent [illegible] in the "very active" and "frequently active" categories; while the [illegible] reported [illegible] per cent, a difference of only 1 per cent.

Question 2 Do you feel that your participation in extra-
curricular activities [illegible]
character development; that is, [illegible]
develop desirable qualities of leadership,
reliability, and the ability to work [illegible]
[illegible]?
(a) Yes. (b) Very little effect. (c) No effect.

There was almost complete agreement among the graduates that participation in extra-curricular activities [illegible] effect. Table XVIII shows that [illegible] per cent agreed to this.

Apparently it takes graduates a little time to arrive at this conclusion. Of the older graduates, 93 per cent answered "yes" to this question, as compared to 74 per cent of the more recent graduates. The implication is that the real effects of extra-curricular activities do not become apparent until some years after graduation.

TABLE XVII

DEGREE OF PARTICIPATION BY GRADUATES IN EXTRA-CURRICULAR ACTIVITIES

	Girls before 1958 (N=47)	Girls after 1958 (N=45)	Boys before 1958 (N=39)	Boys after 1958 (N=32)	Total (N=163)
Very active (took part in many).....	14.9%	28.9%	28.2%	15.6%	22.1%
Reasonably active (two or three each year).....	66.0	51.1	41.0	53.2	53.4
Active (one activity each year.....	19.1	20.0	30.8	28.1	23.9
Not active (took no part).....	0	0	0	3.1	0.6
Total	100%	100%	100%	100%	100%

TABLE XVIII

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO CHARACTER DEVELOPMENT

	Girls before 1958 (N=47)	Girls after 1958 (N=44)	Boys before 1958 (N=38)	Boys after 1958 (N=32)	Total (N=161)
Yes.....	95.7%	82.6%	89.7%	65.6%	84.8%
Very little effect.	4.3	17.4	7.7	25	12.8
No effect.....	0	0	2.6	9.4	2.4
Total	100%	100%	100%	100%	100%

QUESTION 3 Do you feel that your participation in school activities has helped you to be a better citizen?
(a) Yes. (b) Very little effect. (c) No effect.

The trend established in question 2 is continued in this question, although not quite so emphatically. Table XIX shows that nearly 78 per cent reported that participation in school activities helped them to become better citizens.

Of the pre-1958 graduates, 84 per cent answered "yes" to this question as compared to 70 per cent of the post-1958 graduates. The difference is still enough to indicate that older graduates have a greater realization of the beneficial effects of participation than do the newer graduates, although both groups did agree that school activities helped them to be better citizens.

TABLE XIX

OPINIONS REGARDING THE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO CITIZENSHIP QUALITIES

	Girls before 1958 (N=47)	Girls after 1958 (N=44)	Boys before 1958 (N=38)	Boys after 1958 (N=32)	Total (N=161)
Yes.....	83.0%	75.0%	84.2%	65.6%	77.6%
Very little effect..	14.9	25.0	13.2	25.0	19.3
No effect.....	2.1	0	2.6	9.4	3.1
Total	100%	100%	100%	100%	100%

QUESTION 4 Did you ever hold an office in any school activity (president, manager, team captain, executive member)?
(a) Yes. (b) No.

Table XX shows that 61 per cent of the graduates indicated that they had held office, as opposed to 39 per cent who had not. This represents 100 graduates out of 163 reporting.

Table XXI shows that the hundred who held office indicated that they held 225 offices, a sign that those who showed leadership ability had ample opportunity to become leaders.

The number reporting that they had held office (100 out of 163), and the number of offices held (average of two and one quarter offices per student), may seem to be disproportionately large.

There are several suggested reasons for this. First, in a large school with a large number of clubs and teams a great many officers will be required each year.

Secondly, a student spending six or seven years in such a school (from grade 7 to 13) has six or seven chances to be elected to an annual office.

Thirdly, some of the offices reported held were of a very minor nature, amounting to not much more than a nominal position.

A breakdown of the offices held is shown in Table XXI.

TABLE XX

PERCENTAGE OF GRADUATES WHO HELD OFFICE IN SCHOOL ACTIVITIES

	Girls before 1958 (N=46)	Girls after 1958 (N=46)	Boys before 1958 (N=39)	Boys after 1958 (N=32)	Total (N=163)
Yes.....	50.0%	65.2%	74.4%	56.3%	61.3%
No.....	50.0	34.8	25.6	43.7	38.7
Total	100%	100%	100%	100%	100%

TABLE XXI

TYPES OF OFFICES HELD BY GRADUATES
IN SCHOOL ACTIVITIES
(figures represent frequency of response)

Offices held by 100 graduates reporting holding office in school activities	
SPORTS	
Team Captains	23
House Captains	10
Managers	1
STUDENTS' COUNCIL	
Class Representatives	31
Social Conveners	7
Sports Representatives	6
Presidents	5
Club Co-ordinators	1
CLUBS	
Presidents	45
Secretaries	27
Vice Presidents	20
Treasurers	14
Executive members	9
Organizers	4
Chaplains	3
PUBLICATIONS	
Editors-in-chief	6
Business Managers	1
Advertising Managers	3
Photographers	3
Art Editors	1
MISCELLANEOUS	
Concession Managers	4
Magazine Sales	1
Total	225

QUESTION 5 Have any of your present day leisure-time interests or hobbies developed from taking part in school activities (dancing, singing, music, dramatics, athletics, stamp collecting, photography, etc.)?

Table XXII shows that 45 per cent of the graduates replying felt that activities participated in school had developed into adult leisure-time activities. The activities carried over into adult life were almost as varied as the number of graduates reporting. Thirty different activities were reported in eighty-four responses.

Cultural activities and the number participating included painting and drawing (4), singing (2), music (4), choir (4), band (2), and drama.

Adult recreational activities which originated in high school activities included photography (5), dancing (12), square dancing, beekeeping, debating, sewing, stamp collecting, U. B. C. United Nations club, camping, and Public Address repair work.

Athletic carry-overs included sports and athletics (17), bowling (7), softball (4), coaching sports (2), badminton (2), basketball (2), rugby, track and field, long distance running, golf, physical fitness, soccer, boxing, and hiking.

The eighty-four leisure-time activities reported by seventy-three graduates indicate that some graduates acquired more than one leisure-time activity from participation in extra-curricular activities.

QUESTION 6 Do you have a job or profession which is directly related to interests developed in high school activities (journalism, acting, radio, etc.)? (a) Yes. (b) No.

One of the basic hypotheses of this thesis is that participation in extra-curricular activities while in high school has a bearing on the choice of future vocation. The replies in answer to this question as shown in Table XXIII indicate that in only 17 per cent of the cases was there a relationship between interests in high school activities and jobs or professions.

Because of the wording of the question, which, unfortunately, did not imply cause and effect, but only relationship, it is impossible to tell whether the 17 per cent were influenced into their vocations by interests developed by extra-curricular activities.

It is quite possible that some students joined school clubs because they already had an interest in some particular occupation field, and not the other way round.

However, it is reasonably safe to say, because of the small percentage who reported any relationship between high school activity and vocational choice, regardless of cause and effect, that the hypothesis has not been confirmed. It might be more rigorous to conclude that, because of the wording of the question, the hypothesis was not adequately tested.

The jobs or vocations which were mentioned as being related to activities in high school are as follows: teaching (2), art teaching, music, stenography, nursing, farming, prospecting, photography, sales, banking, engineering, recreational therapist, and international studies.

TABLE XXII

OPINIONS REGARDING CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES TO LEISURE TIME INTERESTS

	Girls before 1958 (N=46)	Girls after 1958 (N=46)	Boys before 1958 (N=39)	Boys after 1958 (N=32)	Total (N=163)
Yes.....	43.5%	43.5%	48.7%	43.8%	44.8%
No.....	56.5	56.5	51.3	56.2	55.2
Total	100%	100%	100%	100%	100%

TABLE XXIII

OPINIONS REGARDING RELATIONSHIP BETWEEN EXTRA-CURRICULAR ACTIVITIES AND FUTURE VOCATION

	Girls before 1958 (N=46)	Girls after 1958 (N=46)	Boys before 1958 (N=38)	Boys after 1958 (N=32)	Total (N=162)
Yes.....	10.9%	19.6%	18.4%	21.9%	17.3%
No.....	89.1	80.4	81.6	78.1	82.7
Total	100%	100%	100%	100%	100%

QUESTION 7a It is probable that some types of extra-curricular activities contributed more to your adult development than other types did. Do you feel that a greater contribution was made by athletic activities, or non-athletic activities?
(a) Athletic. (b) Non-athletic. (c) About the same.

Of the graduates reporting, Table XXIV shows that 49 per cent felt that non-athletic activities contributed more towards adult development than did athletic activities. In this the graduates were more emphatic than the parents, where only 35 per cent rated non-athletic activities as more effective (see Table X). Only 15 per cent of the graduates felt that

athletic activities contributed more.

TABLE XXIV

OPINIONS REGARDING RELATIVE CONTRIBUTIONS OF ATHLETIC AND NON-ATHLETIC ACTIVITIES

	Girls before 1958 (N=47)	Girls after 1958 (N=46)	Boys before 1958 (N=39)	Boys after 1958 (N=31)	Total (N=163)
Athletic.....	4.2%	10.9%	20.5%	29.0%	14.7%
Non-athletic.....	59.6	52.2	43.6	35.5	49.1
About the same....	36.2	36.9	35.9	35.5	36.2
Total	100%	100%	100%	100%	100%

QUESTION 7b Of the non-athletic activities, which of the following types of activity made the greatest contribution to your development? (Do not check more than three).

Table XXV shows that, as did the parents, the majority of graduates felt that the service-social type clubs made the greatest contribution to their development. Also, as did the parents, the graduates chose school government as the second most beneficial activity. From there on the graduates differed from the parents, by making music activities and dramatic activities their third and fourth choices.

It is significant that the responses for service-social type clubs were more than double those for the second choice, school government.

Additional activities suggested were receptionist clubs, United Nations club (2), personality club, and pep club.

TABLE XXV

OPINIONS REGARDING RELATIVE VALUE OF VARIOUS NON-ATHLETIC ACTIVITIES
(figures represent frequency of response)

	Girls before 1958	Girls after 1958	Boys before 1958	Boys after 1958	Total
1. Service-social type clubs.....	31	33	20	13	97
2. School government.....	17	10	13	7	47
3. Music activities.....	12	8	4	9	33
4. Dramatic activities.....	12	8	4	9	33
5. Occupations-type clubs.....	7	8	7	9	31
6. Discussion-type clubs.....	7	11	6	5	29
7. Journalism activities.....	6	8	0	5	19
8. Dancing activities.....	6	2	7	2	17
9. No opinion.....	1	1	6	5	13
10. Religious-type clubs.....	5	3	0	2	10
11. Hobby-type clubs.	2	2	1	1	6
12. School service clubs.....	0	2	1	2	5
13. Subject-type clubs.....	0	2	1	2	5
14. Any other.....	1	3	1	0	5

QUESTION 7c Of the athletic activities, which of the following types of activities made the greatest contribution to your development; in other words, which do you consider most valuable? (check the two most valuable; or, if you have no opinion, check #14)

Table XXVI shows that basketball and track and field were the top choices of the graduates, as they had been with the parents. A considerably greater number of graduates expressed "no opinion" than did parents.

Additional sports suggested were grass hockey, baseball, cross country, gymnastics, and cheerleading (once each).

TABLE XXVI

OPINIONS REGARDING RELATIVE VALUE OF VARIOUS ATHLETIC ACTIVITIES
(figures represent frequency of response)

	Girls before 1958	Girls after 1958	Boys before 1958	Boys after 1958	Total
1. Track and field.	12	15	13	12	52
2. Basketball.....	15	14	15	6	50
3. No opinion.....	14	13	12	7	46
4. Volley ball.....	9	12	1	3	25
5. Bowling.....	10	12	2	0	24
6. Softball.....	10	2	4	5	21
7. Rugby.....	0	0	8	12	20
8. Badminton.....	3	3	1	5	12
9. Soccer.....	0	0	4	1	5
10. Curling.....	2	1	2	0	5
11. Others.....	1	1	2	1	5
12. Golf.....	0	0	2	1	3
13. Table tennis....	1	0	0	1	2
14. Boxing.....	0	0	0	1	1

QUESTION 8 If you did not participate in very many extra-curricular activities, what were the reasons for your non-participation? (although several reasons may apply in your case, please check the one major reason).

This survey was taken in a country district where practically all students travel by bus, therefore it is not surprising to see that the main reason for non-participation was lack of transportation, as shown in Table XXVII. Also it is a farming community where many students have to work on farms, hence it is not surprising that the second reason is having to work. The third reason, "could not afford time from school work", indicates that at least some students are capable of setting their own limits on extra-curricular activities.

The three additional reasons volunteered were: shyness, activities did not appeal, and unwilling to become part of the organized herd.

QUESTION 9 Some schools conduct all their extra-curricular activities on the pupil's own time. Others have, in addition, an activity period once a week, or once every two weeks when club meetings are held. Which do you feel is the better system?
(a) Pupils own time. (b) Activity periods in school.

Graduate opinion on the question of participation in the pupils' own time or in activity periods was a little more decisive than that of parents. The parents were almost equally divided on the question, but the graduates were 63 per cent in favour of conducting activities in the pupils' own time. This is shown in Table XXVIII.

TABLE XXVII

REASONS GRADUATES GIVE FOR NON-PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
(figures represent frequency of response)

	Girls before 1958	Girls after 1958	Boys before 1958	Boys after 1958	Total
1. Transportation difficulties.....	11	11	6	2	30
2. I had to work at home,or at a job.	6	3	7	7	23
3. I could not afford time from my school work.....	3	7	1	3	14
4. None of the activities interested me.....	6	0	1	3	10
5.5 Lack of initiative.....	0	1	1	3	5
5.5 I was too busy with church and/ or community activities.....	1	2	1	1	5
7. I could not afford to.....	2	1	0	1	4
8. Other reasons....	1	0	2	0	3
9. My parents would not let me.....	0	1	0	0	1

QUESTION 10 Do you feel that participation in extra-curricular activities should be limited to those students who can keep their school work up to a satisfactory standard or should all pupils be allowed to participate,regardless of school standard?
(a) Should be limited. (b) No limits.

Table XXIX shows that 65 per cent of the graduates agreed that there should be no limits on participation in extra-curricular activities. This co-incided with the

opinion of the parents, which indicated over 64 per cent of the parents in favour of no limits (see Table XV).

TABLE XXVIII

OPINIONS REGARDING DESIRABILITY OF CONDUCTING ACTIVITIES IN PUPIL'S TIME OR SCHOOL TIME

	Girls before 1958 (N=47)	Girls after 1958 (N=44)	Boys before 1958 (N=39)	Boys after 1958 (N=31)	Total (N=161)
Pupils' own time....	53.2%	56.8%	64.1%	83.9%	62.7%
Activity periods in school.....	46.8	43.2	35.9	16.1	37.3
Total	100%	100%	100%	100%	100%

TABLE XXIX

OPINIONS REGARDING DESIRABILITY OF LIMITING PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

	Girls before 1958 (N=46)	Girls after 1958 (N=46)	Boys before 1958 (N=37)	Boys after 1958 (N=31)	Total (N=160)
Should be limited...	32.6%	37.0%	35.1%	35.5%	35.0%
No limits.....	67.4	63.0	64.9	64.5	65.0
Total	100%	100%	100%	100%	100%

QUESTION 11 What additional extra-curricular activities would you recommend to add to those which your school offered?
(Note: although there were no categories listed for this question, Table XXX is given to show the distribution of voluntary responses.)

Table XXX shows that 46 per cent of the graduates responding made ninety-two suggestions involving fifty-two different additional activities. It is obvious by this that some graduates made several suggestions, and certain suggestions were duplicated. A list of the suggested activities by categories follows, with the number of times each was suggested in brackets, except where the item was suggested only once.

Recreational: cheer and pep clubs, recreational clubs, photography (2), handicraft (2), Viennese waltz, boys' cooking, hobby-type clubs (3), ballroom dancing (2), bridge, outdoor hiking and camping (3), debating, sewing, youth hostels, public speaking (2), garden club, and public address.

Occupational: occupational clubs (2), future nurses (4), Junior Achievement, and career planning (2).

Academic: current affairs (2), study group, subject-type clubs (3), conversational French (2), mechanical, science club, and electronics.

Cultural: drama (3), music club (2), and school orchestra or band.

Athletic: gymnastics and tumbling (4), grass hockey (2), boxing, Canadian football (3), baseball, softball (4), judo, tennis (4), badminton, more individual athletics (3), riding (2), swimming (4), skating (2), golf, and school teams for girls other than basketball.

General: University club (2), international club,

political clubs, military cadets, first aid, psychology and personality, and how to conduct business meetings.

Certainly there is no trend apparent in the suggestions for additional extra-curricular activities. Possibly all are good suggestions, indeed some, such as school band and Canadian football, have since been established.

TABLE XXX

ADDITIONAL EXTRA-CURRICULAR ACTIVITIES RECOMMENDED BY GRADUATES

	Girls before 1958 (N=55)	Girls after 1958 (N=46)	Boys before 1958 (N=40)	Boys after 1958 (N=33)	Total (N=172)
Listed additional activities.....	29.1%	65.2%	42.5%	48.5%	45.9%
Indicated present selection was satisfactory.....	25.5	19.6	30.0	21.2	24.4
No opinion.....	45.4	15.2	27.5	30.3	29.7
Total	100%	100%	100%	100%	100%

(Note: increase over actual total of respondents caused by some graduates who indicated present selection was satisfactory, but listed some additional activities as well).

QUESTION 12 What, in your opinion, was the most valuable contribution which extra-curricular activities made toward your development?

The number of graduate responses as shown in Table XXXI is almost identical to the number of parent responses in Table XV, 122 to 119, but the emphasis on each contribution differs. While parents gave top place to cooperation (fifty-

six), the graduates placed it second (twenty-six) in importance. The graduates chose the ability to mix with others as the most important contribution (forty-eight), whereas the parents had ranked it last (six).

In addition to the 122 responses in the table, the graduates mentioned eighty-five other contributions which extra-curricular activities made toward their development, all but five of which could be classed as beneficial contributions.

The girls listed the following contributions: created new friends (3); getting to know individuals better (4); easier to meet the public, to talk to people (7) learning and being useful (3); social development, social awareness (6); skill in sports; ability to express oneself (3); broad outlook on life (3); ability to plan ahead and organize (2); initiative (3); reliability (2); to realize one's capabilities and limitations; and to appreciate good music.

Contributions listed by boys were: getting to know people, to meet people (7); parliamentary procedure (2); citizenship (3); persistence, will to succeed (2); competitive spirit; ability to discuss, express oneself (5); to appreciate other people's ideas and interests (4); learning how various groups and clubs function; initiative;

reliability; self-discipline; learning to organize; social development; importance of physical fitness.

The derogatory contributions all came from boys and included: dislike of high school sports, waste of time, no effect, none (4).

Perhaps the most unusual contribution that extra-curricular activities made was from the girl who replied, "I got to know my future husband."

The responses from graduates indicate that for the most part they believe that participation in extra-curricular activities does contribute in a beneficial way to the achievement of educational objectives.

TABLE XXXI

OPINIONS REGARDING MOST VALUABLE CONTRIBUTION MADE BY EXTRA-CURRICULAR ACTIVITIES
(figures represent frequency of response)

	Girls	Boys	Total
1. Ability to mix with others.....	33	15	48
2. Cooperation.....	17	9	26
3. Responsibility...	13	4	17
4. Confidence.....	13	3	16
5.5 Sportsmanship....	5	4	9
5.5 Leadership.....	3	2	9
7. Character building.....	0	1	1
Total	84	38	122

Note #1: The contributions in the above table were not sug-

gested in the questionnaire, but were spontaneous suggestions by the graduates. These particular ones are included in this table to correspond with the responses of parents as shown in table XV.

Note #2: As in question 11 the total responses exceed the number of respondents indicating that some graduates gave more than one contribution.

QUESTION 13 Looking back, which aspect of school, academic or extra-curricular do you now feel you should have spent more time on?
(a) More on course work. (b) More on school activities. (c) Just about what I did.

Table XXXII shows that 42 percent of the graduates indicated that they would spend more on school work, 17 per cent said they would spend more time on school activities, and 41 per cent would do just about what they did.

This differs substantially from what the parents would like their children to be doing. (see Table XVI). Of the parents, 27 per cent would like their children to spend more time on school work, 12 per cent would like them to spend more time on extra-curricular activities, and 61 per cent appeared satisfied with the present balance.

Seven graduates indicated that they would do more on both course work and school activities. As one of these explained in a comment, "The reason I checked both answers in question 13 is because after one leaves school he begins to realize how important these courses and activities are." Here again is an indication that the value of extra-curricular activities does not become apparent until after graduation.

TABLE XXXII

ACTIVITY GRADUATES FEEL THEY SHOULD HAVE SPENT MORE TIME ON

	Girls before 1958 (N=48)	Girls after 1958 (N=46)	Boys before 1958 (N=42)	Boys after 1958 (N=34)	Total (N=170)
More on course work.....	39.6%	30.4%	55.9%	55.9%	42.3%
More on school activities.....	19.8	10.9	14.8	26.5	17.1
Just about what I did.....	41.6	58.7	38.1	17.6	40.6
Total	100%	100%	100%	100%	100%

QUESTION 14 Additional comments or ideas you might have on the value or otherwise of extra-curricular activities.

Ninety-two graduates wrote comments, many of them long and thoughtful. These comments could be divided roughly into three categories: favourable to extra-curricular activities, favourable but with a caution or qualification, and derogatory.

Forty-eight graduates wrote favourable comments, thirty-eight wrote comments that were favourable but contained a qualification, and six wrote derogatory comments.

The element of caution or doubt about extra-curricular activities seemed to creep into the remarks of the older graduates, and the six derogatory remarks were all written by graduates prior to 1958.

Perhaps the older graduates are able to take a more objective view of extra-curricular activities and their importance. As one recent graduate said:

> Many of the questions posed here cannot be answered by a yes or no or even an opinion at this time as we are still too close to school to have a real view of the value of extra-curricular activities.

Excerpts from the favourable comments include:

> Even and especially those who have a low academic standing must take their place in society and it is in extra-curricular activities where one really learns to work with others. It is here that one learns that everyone is not perfect, mistakes are made, you lose as well as win, take the bad with the good, and that is what you find once you graduate.

> In my mind there is no doubt of the value of extra-curricular activities. There is more to learn at school than can possibly be learned from a text or in a classroom.

> Students and teachers become more acquainted and it is an aid in helping to select your future vocation.

> Public speaking should definitely be stressed in all schools.

> I feel that at least thirty percent of the benefits I received from high school came from the extra-curricular activities. Social and emotional development, an absolute necessity, can best be accommodated through extra-curricular activities.

> Extra-curricular activities improve teacher student relations and improve school spirit.

> I feel extra-curricular activities are a necessity in a full high school education. Academic courses give you a necessary background but extra-curricular activities teach you to work with others.

> I believe that extra-curricular activities are essential in character development. ... I do not think that

all of one's energy should be applied to studies in high school because, looking back, so much of the material studies is actually trivial;... Therefore, some time should be spent in extra-curricular activities.

Because I found extra-curricular activities such a necessary part of my education and growth, I would be disappointed if schools were to become purely academic.

I am in favour of extra-curricular activities in school because it teaches team work, co-ordination, and how to get along with different types of people.

School activities force a student to use all of his time to advantage. When a student learns to use his time properly in high school it eliminates many hours of boredom and possible trouble in teen-age years.

I firmly believe that good worthwhile extra-curricular activities are in effect just as, if not somewhat more, important than the "3 R's". It gives the young adult a chance to develop in all directions, cultural, social, as well as academically.

Extra-curricular activities are wonderful for shy students if they can get up enough courage to join a club.

I feel that what I did in high school was not wasted. My activities acted as a bridge to another road as well as being beneficial during the time I spent in high school.

I think that without extra-curricular activities there would be no school spirit. School spirit, to me, is just as important in the preparation for adult life as is good scholastic achievement.

In our world to-day the young people need to learn far more than the "3 R's" to be able to adjust themselves to our complex way of life. Taking part in student government, I feel, is a major contribution in most schools towards preparing the student to make decisions, analyze situations, and become aware of the welfare of our world.

The second group of graduates to comment admitted the value of extra-curricular activities, but mentioned certain qualifications, limitations, safeguards, or conditions that they would like to see applied to school activities.

The principal concern was that grades should not suffer because of over-participation, although the majority seemed to prefer guidance rather than limitations as to the number of activities. There was concern that too much stress might be placed on extra-curricular activities in relation to the academic program. Another point of concern was that clubs must be active with full participation and not run by cliques; that students should join clubs because of a desire to participate, not just to be joiners, or for prestige, or to hold office, or to get out of class. There was concern over the fact that some students join too many clubs. One condition suggested was that a good extra-curricular program must have good sponsors who are interested and willing to spend the time. There was a complaint that many teachers are not interested, therefore the students were not interested. One graduate suggested that parents assume more responsibility for supervision of extra-curricular activities. There was some concern expressed that there was too much emphasis placed on skilled sports in which only a few could participate.

Some of the comments which indicated a favourable but qualified opinion include:

> The school should adopt a means of having all students participate in sports rather than just the highly skilled.
>
> In my opinion extra-curricular activities in high school play a very important part in the development of an all round good citizen. Good leadership and genuine interest of the teaching staff is essential if any activity is to succeed. Class time should not be taken for school activities except in the case of rehearsals for school plays or some other unusual but important reason. Only students with sufficiently good marks should be allowed to miss class for any reason.
>
> In my opinion extra-curricular activities such as clubs are good provided they are not carried too far. Much care must be exercised to prevent the tail from wagging the dog.
>
> A pupil should be discouraged from spreading himself too thin and being a "joiner".
>
> Activities should not be limited, but students should be encouraged not to belong to more clubs than they can handle without affecting their school work. It should be stressed that it is better to take an active part in two or three activities than to passively belong to many.
>
> I feel that too much emphasis is being placed on extra-curricular activities, but I do think that they are necessary.
>
> There is an old saying, "all work and no play makes Jack a dull boy", which is a very true line but can also be played upon falsely. I believe if a student participates in extra-curricular activities he should be guided in such a way that it will not interfere with the school work.
>
> I do believe that extra-curricular activities should be limited to some extent, but that even a poor student should be allowed to belong to at least one.
>
> Sponsoring teachers should be willing to give sufficient time to make club activities worthwhile. An

apathetic sponsor can create an apathetic club.

To ensure more parent responsibility some system of having parents' permission to join clubs should be enforced. More stress should be placed on the responsibility that a student must assume when he or she joins a club.

As far as I am concerned there are too many failures caused by an excessive load of activities. The academic part of school is much more important to the individual than too many extra-curricular activities. I believe that a limited amount of extra-curricular activities is a good thing.

Teacher attitude and interest would have to improve tremendously in order for a plan involving a pupil's own time to achieve much success.

There are far too many teachers who did not take an interest in school activities and clubs either because of lack of time or disinterest.

I think extra-curricular activities are definitely of value. However, I do not think students who cannot maintain a C+ or B average should be allowed to take part in variety shows, plays, etc., that hold rehearsals during school hours.

Some of the comments in the derogatory category are as follows:

I believe there is far too much emphasis placed on extra-curricular activities. A certain amount is both necessary and stimulating, but I feel it has been overdone.

I feel that extra-curricular activities should be kept to a minimum. I think the parents should have the greatest part in this part of child development.

A conclusion I have drawn from my answers is that apparently I do not think that extra-curricular activities are very important.

As a not too distant graduate, and one of reasonable activity in school organizations, I look back on the immense waste of time and money as a result of participating in these extra-curricular activities. ... Students should be in school strictly for an education. I feel that participation in such activities has little effect on a student's development as a good citizen.

> Extra-curricular activities should not be part of an educational institution. They can be conducted in conjunction with the school, but should not take up any school time.... We are spending more time making children "well rounded" citizens than educated, intelligent citizens. If children were exposed to more knowledge they would be in a better position to utilize their own spare time intelligently and profitably.

The following quotation, however, seems to sum up the attitude of the majority of graduates as to the value of participation in extra-curricular activities:

> I believe that if extra-curricular activities are conducted on the pupil's own time he should be permitted to belong to a variety of clubs. However, his scholastic achievements should be of prime importance. As long as his club work does not interfere with his school marks he will benefit from participation in many different activities.
>
> I do think that these extra-curricular activities should be limited only if a student has difficulty in attaining satisfactory marks. But, as clubs help to do away with idleness, participants develop alertness, resourcefulness and the ability to think in a way that is best for the group. They are taught to treat each other as equals, and to work happily together. A sense of belonging and duty to the group outside of the classroom but with the guidance of teachers may help to keep him interested in school, so that he may have the courage to persevere through high school. By the time he is ready to leave then, he will have formed the good habits of punctuality, accuracy, self-control, fair play and a willingness to work with others and be ready to move out into the world of independence and achievement.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The basic problem of this study was to evaluate the effect of participation in extra-curricular activities in the development of leadership qualities, training for citizenship, standards of leisure, choice of vocation, and formation of a philosophy of life. In other words, is the time devoted to extra-curricular activities in the modern high school justifiable in terms of educational objectives?

The procedure for solving the problem involved questionning parents and graduates. The parents were questioned as to their opinion of the effect that participation in extra-curricular activities had on their sons and daughters. The graduates were questioned as to their opinion of the effect that participation in extra-curricular activities had on their own adult development.

The questionnaires were designed to provide the answers to four basic hypotheses as well as a number of sub-problems and related questions. The extent to which these hypotheses were supported, and the extent to which these sub-problems were solved, would, in effect, give an evaluation of the contribution of participation in extra-curricular activities toward accomplishing the aims and objectives of education.

1. CONCLUSIONS

The first hypothesis which this investigation tested was that participation in extra-curricular activities contributes to the fulfilment of the aims and objectives of education.

As already stated, the aim of education in British Columbia includes developing the character of the young people, training them to be good citizens, and teaching them fundamental skills. It is conceded that extra-curricular activities do not contribute to any major extent in teaching the fundamental skills. That is the task of the school curriculum. Extra-curricular activities were found to play a part, however, in character development and citizenship.

This was borne out by the responses from parents as recorded in Tables II, III, and IV which indicate strongly that extra-curricular activities contributed to character development, citizenship, and leadership; Table XV which reported co-operation, confidence, and sportsmanship as being the greatest benefits derived from extra-curricular activities; and Question 14 where a majority of parents comment favourably on extra-curricular activities.

The first hypothesis was also substantiated by responses from graduates as recorded in Tables XVIII and XIX which

indicate graduates felt that extra-curricular activities contributed to character development and citizenship; Table XXXI which indicates ability to mix with others, co-operation, and responsibility as benefits; and Question 14 where a majority of graduates comment favourably on extra-curricular activities.

Parents and graduates both agree that participation in extra-curricular activities does contribute to fulfilment of educational objectives.

The second hypothesis was that some activities make a greater contribution than others, in particular, non-athletic activities more so than athletic activities. This was borne out by the parents in Table X, and more emphatically by the graduates in Table XXIV. Both groups agreed with the hypothesis.

The third hypothesis was that parents feel that time spent in extra-curricular activities is time well spent in contributing to adolescent development. The parent responses cited in the first hypothesis substantiate this. In addition, Table V indicates that parents do not feel that school work is adversely affected by participation in extra-curricular activities. Table XVI indicates that parents felt that extra-curricular time was time well spent.

The fourth hypothesis was the only one which was not supported. The hypothesis claimed that participation in

extra-curricular activities while in high school has a bearing on choice of future vocation. Table XXIII shows the relationship between extra-curricular activities and future vocation to be very limited, and because of the wording of the question, there is no indication as to which is cause and which is result. Consequently, the hypothesis has not been confirmed. Indeed, it can reasonably be concluded that the hypothesis was not adequately tested.

In addition to the four basic hypotheses, five sub-problems were to be explored.

The first was to investigate the extent to which training and experience secured through extra-curricular activities is used by the students when they reach adulthood, either in their work or in their leisure activities. No evidence was produced which indicated one way or the other that such training and experience was or was not used by students in their jobs. Table IX, however, shows that parents felt that taking part in school activities does help develop good leisure time interests and hobbies. Table XXII shows that 45 per cent of the graduates had adult leisure time activities which developed from extra-curricular activities while in high school.

The second sub-problem was to investigate the comparative values of different activities. The second hypothesis has already established that non-athletic activities make a greater contribution than athletic activities. Table XI

for the parents and Table XXV for the graduates indicate the comparative values of the different non-athletic activities. Both groups agreed that service-social type clubs made the greatest contribution. School government, discussion-type clubs, occupation-type clubs, music, and dramatic activities were rated high by both parents and graduates as making significant contributions to child development. Table XII for the parents and Table XXVI for the graduates indicate the comparative values of various athletic activities. In both cases basketball and track and field outranked all other activities in making the greatest contribution to child development.

The third sub-problem was to determine whether participation in extra-curricular activities does affect character development and citizenship training. The responses from parents as recorded in Tables II, III, and IV indicate that parents feel that extra-curricular activities contributed to character development and citizenship training. At the same time, graduate responses as recorded in Tables XVIII and XIX, also indicate that graduates felt that extra-curricular activities contributed to character development and citizenship training.

The fourth sub-problem was whether too much, or too little school time was being devoted to extra-curricular activities. The only indication on this matter is shown in

Table VII where the parents stated they felt the amount of school time spent on extra-curricular activities at present was just about right.

The fifth sub-problem was to ascertain what additional extra-curricular activities parents and graduates recommended. Question Twelve for the parents and Question Eleven for the graduates indicate that both groups suggested a great many additional activities, but no one activity was mentioned enough times to constitute a trend.

Two related questions were investigated. The first question had to do with limitation of participation. Should participation in extra-curricular activities be limited to those students who can keep their school work up, or should all students be allowed to participate? Table XIV for the parents and Table XXIX for the graduates show that both groups feel that there should be no limits to participation in extra-curricular activities. There was, however, in the comments of the graduates particularly, a caution that extra-curricular activities should not be allowed to interfere adversely with academic achievement. Guidance, rather than limitation, seemed to be the method favoured by the graduates for curtailing excessive participation.

The second question involved the use of activity periods. Some schools conduct their extra-curricular

activities on the pupil's own time. Others have an activity period in school time when extra-curricular activities take place. Which is the better system? Table XIII for the parents indicates that parental opinion is split almost evenly on the matter. Table XXVIII for the graduates indicates a slight preference on the part of the graduates for having extra-curricular activities conducted on the pupil's own time. Combined opinion indicates a slight preference to activities on the individual's own time.

From these responses it is clear that the proposition put forward initially in this investigation has been substaniated. Participation in extra-curricular activities does contribute to the accomplishment of educational objectives, at least as may be inferred from the opinions of parents and graduates.

II. RECOMMENDATIONS

Results of this investigation show that participation in extra-curricular activities makes an important contribution to the fulfilment of the aims and objectives of education.

These research results have led to the first three recommendations. The subsequent recommendations have been formulated by the writer, based on the written observations on some of the parent and graduate responses.

It is recommended that extra-curricular activities continue to hold a prominent place in the school's total program.

Conditions vary from school to school, some schools possibly have a great many extra-curricular activities, others may have very few. It is recommended that in each school there be some service-social type clubs, school government, some occupation-type clubs, some discussion-type clubs, and some music and dramatic activities, as well as a complete sports program including track and field and basketball.

It is recommended that some method, short of outright limitation, be devised for keeping student activities and academic activities in the proper perspective. Students must not be allowed to over-participate in extra-curricular activities to the detriment of their academic program. Perhaps a system of guidance should be instituted, whereby the school counsellors would be on the watch for students whose marks are suffering because of more extra-curricular activities than they can handle. Here is one justification for an activity period once in a while where all students can participate without losing school time. Otherwise, as far as is possible, school activities should be limited to the pupil's own free time. A certain amount of limitation may be necessary in connection with school musical and dramatic productions which require rehearsals in school time. It might be wise to restrict participation to students obtaining a certain academic standing.

It is obvious that both parents and graduates feel

that participation in extra-curricular activities contributes to character development and preparation for adult life. For this reason it is recommended that every high school student be given the opportunity to participate, and be encouraged to participate in extra-curricular activities to the limit of his ability.

Most high schools will have a basic program of extra-curricular activities. What is needed as much as a varied program, is to have the program co-ordinated and supervised. All responsibility for supervision of the program rests ultimately upon the principal, but customary practice is for this responsibility to be delegated, often to the vice-principal. In any case it is recommended that constant supervision be provided to prevent over-lapping of activities. Evaluation of the extra-curricular activity program should take place from time to time, and activities dropped or added to meet changing local conditions, or lack or increase in interest.

It is recommended that no activity be allowed to continue without an interested and enthusiastic sponsor. Comments from graduates indicate that nothing can kill the effectiveness of an activity quicker than an unenthusiastic sponsor. This points up the weakness of the activity-period system where sponsors are quite frequently assigned to activities for the simple reason that every teacher has to sponsor an activity. It would appear to be better to

eliminate an activity rather than to carry it on with an unenthusiastic sponsor.

Just as the success of a single activity reflects the interest of the sponsor, so the whole activity program reflects the interest and enthusiasm of the principal and vice-principal. The school leaders must be convinced of the importance of a well balanced extra-curricular program, so that their confidence and enthusiasm will carry over to the sponsors of activities and to the student body.

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BIBLIOGRAPHY

Bailard, Virginia. "High School Extra-curriculum Activities are Worth the Effort," National Education Association Journal. xli:9:560-61, December, 1952.

The author of this short article points out that there are definite values in extra-curriculum activities. First, there is the value to the students, which everyone acknowledges; but there is also considerable value to the sponsor.

To the student, extra-curriculum activity brings security, social growth, emotional growth, understanding of democracy, training in leadership, and improved morale.

Faculty members benefit from working in a school where morale is high, and have the satisfaction of working with enthusiastic young people.

Boyko, Steve. "Current Practices in Extracurricular Activities in Alberta Centralized Schools." Master of Education Thesis, University of Alberta, Edmonton, 1959, 90 pp.

The purpose of this study was to investigate existing practices in the field of extra-curricular activities in centralized high schools of Alberta with particular reference to conveyed pupils. The technique used was a questionnaire to ninety principals throughout the province. Information was received re the nature of extra-curricular activities, facilities available, scheduling of activities, transportation problems, and suggestions from principals for improving extra-curricular activities. The author's main findings reveal that extra-curricular activities programs need readjustment and balancing with respect to athletic and non-athletic activities, activities for boys and girls, intramural and interschool sports and scheduling for hours convenient for conveyed pupils. He suggests periodic evaluation.

Brinegar, Harold. "Pupil Attitudes toward Extra-class Activities," The School Review, lxiii:8:432-37, November 1955.

The author of this article suggests that perhaps the pupil should be the point of departure in determining improvements to the high school program, and researchers should determine the pupil's attitude.

To determine pupil attitudes toward extra class activities, the author administered a questionnaire to 9,744 high school pupils in 37 schools in Indiana. He reports the procedure followed and results. Questions were asked as to participation, estimated value of activities,

opportunity to participate, opinion regarding eligibility, types of activities in which students participate, when activities should be scheduled, and opinion on social activities.

In reporting results the author gives the answers by sex, and by percentages reporting yes or no, favourably and unfavourably, etc.

The author draws eight conclusions from his study, and suggests implications for school practice.

Chalmers, J.W., and R.E. Rees. "A Co-operative Study of High School Extra-Curricular activities, "The Alberta Journal of Education Research, iv:2:84-99, June 1958.

This article is a summary of the findings of a "Five-School Project" undertaken in Alberta in 1950 to investigate extra-curricular activities in centralized high schools. In this is reported the results of an opinion poll among principals, another among teachers, another among pupils, and still another among parents.

The reports of the four questionnaires are presented in table form, along with pertinent opinions expressed by the four groups. Also reported were opinions as to the value of extra-curricular activities, and data on participation by pupils in school and non-school activities, the effect of extra-curricular activities on hours of home study.

Chisholm, Leslie L. The Work of the Modern High School. New York: The Macmillan Company, 1953, 542 pp.

This is a general book on education in a modern age. The author deals with the change in and challenge to American education. In the light of this change he discusses what the schools ought to teach. In connection with this he has a chapter on extra-curricular activities and the role they play in achieving the objectives of education.

In the words of the author, chapter fourteen has as its purpose "to indicate the nature of an extra-curricular activity program and to point out its contribution to the education of youth."

He traces the history of extra-curricular activities by referring to a number of references. There follows a description of types of extra-curricular activities. The author then lists the objectives to be achieved through extra-curricular activities, and some rules for planning and administering such activities.

Cory, F. Byron B. "High School Graduates Appraise Extra-Curriculum Activities," The School Review, xiii:9:672-682 November, 1935.

What do graduates think of the extra-curricular program in high school? After being out of high school for several years, how would they evaluate the extra-curricular program which was offered to them?

opportunity to participate, criticism regarding [illegible], types of activities in which students participate, [illegible] activities most [illegible], and [illegible].

In reporting results the author gives the answers by number and by percentages regarding [illegible], [illegible], and [illegible], etc.

The author draws eight conclusions from the study, [illegible].

[illegible], J.M., and [illegible]. "A co-operative study of the high school extra-curricular activities," The [illegible] Journal of Education Research, lvii:4-7, Jan 1935.

This article is a summary of the findings of a [illegible] School Project [illegible] in [illegible] to investigate extra-curricular activities in connection [illegible]. In this is reported the results of an opinion poll among [illegible], another among teachers, another among pupils, and still another among parents.

The opinions of these four publics are presented in table form, [illegible] statements expressed by the four groups. [illegible] reveal their opinions as to the value of extra-curricular activities, the data on participation by pupils in school and out-of-school activities, the effect of extra-curricular activities on hours of home study.

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He traces the history of extra-curricular activities in [illegible] of [illegible]. There [illegible] a description of types of extra-curricular activities. The author then lists [illegible] as to be achieved through extra-curricular activities, and some [illegible] for [illegible] and administering such activities.

[illegible], [illegible]. "What [illegible] think of extra-curricular activities," The School Review, liii: [illegible], [illegible], 1945.

[illegible] interesting [illegible] think of the extra-curricular program in high school? After being out of high school for several years, how would they evaluate the extra-curricular program which was offered to them?

These and several other questions of a similar nature are answered by the author as a result of a questionnaire sent to 473 graduates of Creston High School, Creston, Ohio, covering the years 1927-32.

From the returns he reports on the activities participated in and the extent of participation, and the comparative popularity of different activities.

The most significant results as far as making recommendations concerned were the reports of the comparative values of the activities, the extensiveness of adult use made of training secured in extra-curriculum activities, and the additional activities which graduates recommended.

As a result of his findings, the author puts forth nine conclusions.

Counts, George S. "Procedures in Evaluating Extra-Curriculum Activities," The School Review, xxxiv:6:412-21, June,1926.

This article was written in 1926 at a time when extra-curricular activities were just beginning to take their place in the school program. Naturally, at a time such as this, there would be controversy over the relative value in education of this new type of activity.

The author does not argue against the validity of the assumption that extra-curricular activities contribute to educational objectives; rather his contention is that the value of these extra-curricular activities must be measured by certain objective methods. He says, "The task before us is that of developing reliable procedures for measuring the outcomes of extra-curriculum activities."

To do this he suggests inquiry into the after-school careers of pupils. He points out that the construction of testing instruments necessary to prove the validity of extra-curricular program, and the inquiry itself may take years to carry out.

Fedder, Ruth. Guiding Homeroom and Club Activities. New York: McGraw-Hill Book Company Inc., 1949. 467pp.

The author of this book is interested in "a description and analysis of the group process, by which is meant the interpersonal relationships within a group. Here are described the dynamics out of which group programs evolve." As such, the book is a study of the psychology of working together to change from an individual centred interest to a group centred interest.

A chapter describes the home room in detail. The home room in this type of system is a full period given over once or twice a week to the class and the teacher to allow the students to gain experience in practical democracy.

It has a chapter containing information about the setting for club and homeroom activities, and the requirements both in training and disposition for teachers who conduct student activities.

Gives plans, ideas, and suggestions to help teachers develop poise in handling groups of adolescents.

Foster, Charles R. Extra-Curricular Activities in the High School. Richmond: Johnson Publishing Company, 1925. 222 pp.

This is one of the earlier books to be devoted entirely to extra-curricular activities, and was a standard textbook during the late twenties.

The book contains a short history of the movement, and the underlying principles of a good extra-curricular program.

In a section dealing with administration and supervision of extra-activities mention is made to the possibility of an extra-curricular director or teacher, one of the earliest mentions of such a position.

Then, as though to set the pattern for all future textbooks, the rest of the book is devoted to straight description of typical activities.

Fretwell, Elbert K. Extra-Curricular Activities in Secondary Schools. Boston: Houghton Mifflin Company, 1931. 552 pp.

This is a standard reference book on extra-curricular activities. It is purely descriptive in nature, in fact, because of its minute analyses of every form of extra-curricular activities found in the schools in the 1920's. It was the basic handbook on extra-curricular activities until McKown published his book in 1937.

Fretwell lists seven "sign posts" or principles of an extra-curricular program. These principles appear in almost identical forms, with additions usually, in all the later standard works on extra-curricular activities.

With the exception of the first introductory chapter,the whole book is given over to descriptions of particular activities; home room, student council, assembly, clubs, newspaper, handbook, magazine, annual, commencement, athletics, and extra-curricular finances.

Gilchrist, Robert S., Wilbur H. Dutton, and William L. Wrinkle. Secondary Education for American Democracy. New York: Rinehart and Company, Inc., 1957. 425 pp.

The main contention of the authors of this book is that in the years to come people will need a broad general type of education to fit themselves for living in a highly technical world which allows a greater amount of leisure time. This prospect has implications for education.

In this new world secondary schools must assume their responsibility. The book is an attempt to suggest how the high schools might play their part.

Chapter 11 deals with the role of student activities and organizations in the school program. This chapter contains a set of principles to follow in directing student activities, the role of the student council, types of clubs, improvements which might be made in the athletic program, all in the light of what extra-curricular activities can contribute to the desired attitudes and values.

Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, 1959. 676 pp.
This is the first comprehensive dictionary of professional terms in education. The terms defined and cross-referenced total approximately 25,000. Definitions are clear and concise.

Gruber, Frederick C., and Thomas B. Beatty. Secondary School Activities. New York: McGraw-Hill Company Inc., 1954 307 pp.
Covers the development and progress of student activities in secondary education. Makes specific suggestions. Has completely annotated bibliography for each chapter.
Chapter one gives a very comprehensive review of the development of extra-curricular activities going right back to Greek and Roman times.
Chapter two shows the relation of student activities to the democratic ideal by discussing the objectives of secondary education and the principles of student activities.
Chapters three and four deal with administration and financing.
Chapters five to fifteen give the usual descriptions of activities programs ranging from the home room to commencement.
Finally, chapter seventeen covers evaluation of student activities by mentioning rating devices which are available.

Hand, Harold C. What the People Think about their Schools. New York: World Book Company, 1948. 219 pp.
The main purpose of this book is to assist school boards, superintendents, and principals to eliminate the guesswork in running the schools by providing them with a method of evaluating the value of the schools objectively.
This is done by means of a questionnaire sent out to students, teachers and parents.
The book includes a chapter on the necessity of eliminating guesswork in evaluating the school. There follows some very practical suggestions for the making up of the questionnaire, some pitfalls to avoid, areas of inquiry, how to conduct the survey, and finally a chapter on what to do with the results when they have been returned.
Final chapters deal with how to report the findings, and how to use them to improve the school program, public relations, and teacher and pupil morale.

Harwood, Hazel M. "Extra-Curricular Activities in High School," The School Review, xxvi:4:273-81, April, 1918.
This is one of the earliest articles on "extra-curricular activities" as a general topic. Up to this time,

the articles are on individual activities such as debating society or athletics. This is one of the earliest references in the literature where the term "extra-curricular" is used.

The article appeared at a time when extra-curricular activities were barely tolerated, and is a plea for the school either to ignore, dictate to, or co-operate with extra-curricular activities. Naturally, the author suggests that schools adopt the latter policy.

Johnston, Edgar G., and Roland C. Faunce. Student Activities in Secondary Schools. New York: Ronald Press, 1952. 369 pp.

Appraises the contribution of student activities to the development of high school youth. The authors have had experience as sponsors of student activities, as principals of high schools with vigorous activity programs, and as college instructors responsible for courses dealing with the organization of activities.

Accepts "that point of view which incorporates the extra-curricular activity into the curriculum", and then, on the basis of probable continued distinction between the curriculum and extra-curriculum activity, goes on to consider the particular contributions which a variety of activities can make to the total school program.

Jordan, Riverda H. Extra-Classroom Activities. New York: Thomas Y. Crowell Company, 1928. 302 pp.

This is another of the early standard references on extra-curricular activities of the twenties.

The purpose of this book is stated by the author in the foreword "To the present writer, however, there has seemed to be a lack of emphasis upon what to him seems vital - the essential unity of the entire movement from the elementary school through the senior high period. This volume is accordingly presented to bring to the attention of educators the necessity of planning a continuing program for the extra-classroom as well as for the curricular offerings."

The book contains basic principles, values, and a description of all the more popular kinds of extra-curricular activities of the day, including "military drill".

Kilzer, Louis R., Harold H. Stephenson, and H. Orville Nordberg. Allied Activities in the Secondary School. New York: Harper and Brothers, 1956, 357 pp.

Here is a recent book which follows the modern trend by substituting the term "allied activities" in place of the time-worn "extra-curricular activities".

This easy to read book follows the traditional pattern. Chapter one covers the philosophy of allied activities, and chapter two deals with encouraging and limit-

ing participation. The next twelve chapters deal objectively with varieties of student activities. As evidence of the modern trend there is a chapter devoted to camping, outdoor education and field trips. Interestingly enough there is a chapter devoted to secret societies, a topic which caused much debate in the early days of extra-curricular activities.

The treatment of evaluation is very cursory. The guiding principles listed are fundamental and complete. Chapter bibliographies, although not annotated are extensive, particularly with regard to periodical references.

Kirkendall, Lester A., and Franklin R. Zeran. Student Councils in Action. New York: Chartwell House Inc.,1952

Gives valuable and educationally sound suggestions for making student councils, and though them the schools, democratic in both principle and actual operation.

Kittredge, H.W. "The Function of the Debating Society or High School Lyceum," The School Review x:4:292-297, April, 1902.

This interesting early plea for consideration of the debating society in the school program, is a tacit admission as early as 1902 of the educational value of extra-curricular offerings.

"If this scheme (a single lyceum for the school) is not desirable, each class might form a lyceum and thus gain advantages to be derived from such an organization. Should no time be found during the school session for this important subject, debating societies and secret organizations with more or less euphonious Greek names may be advisable, but unless subject to school authority they are not easily managed, and as their membership is constantly changing they are extremely liable to deteriorate. Certainly each school can support an organization, which shall have for its main purpose the training of its members in declamation debate, and parliamentary practice". p. 294.

Koos, L. V., J.M. Hughes, P.W. Hutson, and W.C. Reavis. Administering the Secondary School. New York: American Book Company, 1940. 678 pp.

Chapter V of this extensive book on administration is given over to "Directing the Extracurriculum". By a survey of the literature, the authors have listed the values ascribed to extra-curriculum activities, based on the frequency of mention. This same procedure could be used today as a basis for constructing a questionnaire on the value of participation in extra-curricular activities.

The authors review contemporary literature on obstacles to achieving these values. They also have a section on the usual principles of organization, administration, and supervision of extra-curricular affairs. They have derived these principles, again, from a survey of the related literature.

The final section deals with types of activities and organizations, practices in administration, and a description of the more common school activities.

Kratzman, Arthur. "A Descriptive Survey of the Extra-curricular Programs of the Composite High Schools of Alberta." Master of Education Thesis, University of Alberta, Edmonton, 1958. 105 pp.

This is a descriptive survey of the extra-curricular programs offered by seven Alberta composite high schools. Principals, sponsors, and student leaders were contacted by interview and questionnaire. As a result of his investigation the author found that participation was greatest in athletic activities, with greatest emphasis being placed on competitive sports. His most disconcerting discovery was the fact that there seemed to be no clearly formed objectives for the extra-curricular program. Very little mention is made of evaluation. Among his recommendations is one that suggests that more activities be designed to fit the students' interests, not just tailored to fit the sponsors who happen to be available.

Miller, Franklin A., James H. Moyer, and Robert B. Patrick. Planning Student Activities. Englewood Cliffs: Prentice-Hall, 1956. 651 pp.

This book starts out with an overview of extra-curricular activities including history, functions, principles. The significant thing is the use of the word "cocurriculum instead of "extra-curriculum".

There are two chapters on youth and the cocurriculum and the community and the curriculum, the latter dealing with ways the cocurriculum can contribute to the community and vice versa.

After chapters discussing the organization, administration, and financing of cocurricular activities, come fourteen chapters dealing with every phase and every type of activity.

The book concludes with the usual chapter on evaluation plus one entitled "Beyond the Horizon", which projects the cocurriculum into the future. The chapter on evaluation contains copies of questionnaires; for students, teachers, administrators, school board members and for parents.

McKown, Harry, Extracurricular Activities. New York: The Macmillan Company, 1952. 666 pp.

Presents practical discussion of activities found in the secondary school. Has a chapter each on the student, the home room, student council, assembly, clubs, dramatics and music, speaking, secret societies, manners and courtesy, athletics, trips and tours, social events, school publications, the magazine, the yearbook, the handbook, honour societies, commencement, school banking. These chapters are straight descriptive.

Chapter one contains a short history of extra-curricular activities, the objectives of education, and the objectives of the activities program. This chapter also contains eighteen principles underlying extra-curricular activities.

The last chapter deals with evaluation and other problems. Among the other problems it mentions the justification of extra-curricular activities, as well as the problem of integrating the extracurriculum with the curriculum.

National Association of Secondary School Principals. Vitalizing Student Activities in the Secondary Schools. Washington xxxvi: 184, February, 1952. 286 pp.

Discusses principles and problems in the field of student activities. Included are discussion on the relation of student activities to the curriculum, the student council, social activities, the home room, assemblies, competitive athletics, contests, the commencement program, clubs, music activities, student publications, educational trips, dramatic arts, financing activities, preparing teachers to sponsor activities, and the director of student activities.

Owen, William B. "The Problem of the High School Fraternity," The School Review, xiv:7:492-504, September, 1906.

This article shows the attitude to the early acceptance of extra-curricular activities. True, it deals with an aspect of extra-curricular activities that is suspect even today, but we gather that the author not only objects to this form of extra-curricular activity but also points out the lack of anything else to take its place.

He suggests three methods for taking care of the "problem": the laissez-faire method, the method of indirect substitution, and the direct repressive method

Province of British Columbia, Department of Education: Administrative Bulletin for Secondary Schools. Victoria: Queen's Printer, 1958. 112 pp.

This is the official publication of the Department of Education in Victoria in respect to the operation of secondary schools. It contains the official statement of the aims of education in British Columbia as being, "... developing the character of our young people, training them to be good citizens, and teaching them the fundamental skills of learning necessary for further education and adult life."

The publication also contains the philosophy of the secondary school curriculum.

There is also a summary of departmental policy with regard to extra-curricular activities in the school.

Shannon, J.R. "The Vanishing Wall Between Courses and Activities," The Clearing House xxvii:1:8-12, September, 1952.

This is a rather thought provoking article in which the author suggests that since we have now come to the point where extra-curricular and curricular have practically merged, perhaps the next step would be to "extra-curricularize the curriculum".

His theory is that students participate in certain extra-curricular activities because they like them or are interested in them. Consequently they enjoy them and presumably receive much of value from participating. He suggests that we should offer school subjects much in the same nature as we offer extra-curricular activities. Let the student choose what he wants; in so doing his interest will be maintained, and he will receive more value from this type of course than one he takes because he has to.

A rather radical suggestion.

Watkin, J.F. "Extra-Curricular Activities in Alberta High Schools." Master of Arts Thesis, University of Alberta, Edmonton, 1938. 124 pp.

This thesis is divided into four parts. The first part is a survey of opinion concerning extra-curricular activities, gathered by means of questionnaires sent to high school students, principals, and graduates. Part two deals with extra-curricular activities in the Banff High School between 1933 and 1935. This section is purely descriptive. The third section shows the relation of activities to the academic work of the school, particularly the non-athletic program. The final section is the summary and conclusions, in which the author states, as a result of his research, that wide extra-curricular participation does not mean a lower academic record.

APPENDIX

Number____

PARENTS QUESTIONNAIRE ON EXTRA-CURRICULAR ACTIVITIES

DIRECTIONS

You are the Father___ Mother___ of a Boy ___ Girl___ in Grade 10, 11 or 12
(Please check)

How do you feel about your child's participation in the extra-curricular activities program of the school which he or she attends? Do you feel that the time a student spends in school athletics, clubs, and other out-of-class activities, contributes anything to the development of the child? This is what I would like to find out from you, by having you fill out this questionnaire.

You are the father or mother of a boy or girl in grades ten to twelve. Please answer the questions in terms of your own child. If you have more than one child in those grades, answer the question in terms of the one who is the oldest.

Do not put your name on this paper. By making it impossible to know who says what, most people are more likely to say what they really think.

Please answer every question.

Please mail the completed questionnaire as soon as possible. A stamped return envelope is enclosed.

QUESTIONNAIRE

1. Would you describe the amount of time your child spends on extra-curricular activities (both athletic and non-athletic) as: (check one)

   a. Spends all his spare time _____ (___)

   b. Spends almost all his spare time _____ (___)

   c. Spends some time _____ (___)

   d. Spends no time (does not take part) _____ (___)

2. Do you feel that taking part in extra-curricular activities is helping to develop your child's character?

   Very much (___) Some (___) None (___)

3. Do you feel that taking part in school activities will help your child to become a better citizen; that is, is it helping him develop a sense of responsibility and the ability to work with others?

   Very much (___) Some (___) None (___)

4. Do you feel that taking part in school activities helps to develop qualities of leadership?

   Very much so (___) Some (___) No (___)

5. Do you feel that extra-curricular activities tend to have a good effect or a bad effect on school work, homework, and school marks?

   Good effect (___) No effect (___) Bad effect (___)

6. Do you feel that taking part in school activities is help ing to create a better attitude toward school work on the part of your child; that is, makes him more enthusiastic about school work?

   Very much (___) Some (___) None (___)

7. a. Do you feel that too much or too little actual school time (teaching periods throughout the day) is spent on extra-curricular activities?

   Too much time (___) Just about right (___) Too little (___)

   b. Do you feel that too much, or too little of the pupil's own free time (noon hour, after school) is spent on extra-curricular activities?

   Too much time (___) Just about right (___) Too little (___)

8. Do you feel that taking part in school activities helps to teach young people how to use leisure time; that is, does it help to develop good leisure time interests or hobbies?

   Yes (___) To some extent (___) No (___)

9. a. It is possible that some kinds of extra-curricular activities do more to fulfill the aims of education than others. Do you feel that a greater contribution is made by athletic activities or non-athletic activities such as those listed in part (b) below?

   Athletic (___) Non Athletic (___) About the same (___)

b. Of the non-athletic activities, which of the following types of activity make the greatest contributions to child development; in other words, which activities do you consider most valuable?

(Check the three most valuable; or if you have no opinion, check # 14)

1. Service-social type clubs (Hi-Y, Y-teens) (___)
2. Religious-type clubs (Inter School Christian Fellowship) (___)
3. Occupation-type clubs (Future Teachers, Future Farmers) (___)
4. School Government (Student Council) (___)
5. Discussion-type clubs (Debating, Public Speaking) (___)
6. Dramatic activities (Variety Show, Plays) (___)
7. Music activities (Operetta, Choir, Band) (___)
8. Dancing activities (Square Dance, Ballroom) (___)
9. Journalism activities (School Paper, Annual) (___)
10. Hobby-type clubs (Photography, Stamp) (___)
11. School service clubs (Public Address, Art Service) (___)
12. Subject-type club (French, Maths) (___)
13. Any other (specify)_____

_____ (___)

14. No opinion (___)

c. Of the athletic activities, which of the following types of activity make the greatest contribution to child development; in other words, which do you consider most valuable? (Check the two most valuable; or, if you have no opinion, check #14)

Team Sports:		Individual Sports	
1. Basketball	(___)	6. Track and field	(___)
2. Soccer	(___)	7. Badminton	(___)
3. Rugby	(___)	8. Curling	(___)
4. Softball	(___)	9. Golf	(___)
5. Volley ball	(___)	10. Table Tennis	(___)
		11. Boxing	(___)
		12. Bowling	(___)
13. Others (state)_____			(___)
14. No opinion			(___)

10. Some schools conduct their extra-curricular activities on the pupil's own time. Others have, in addition, an activity period once a week, or once every two weeks when club meetings are held. Which do you feel is the better system?

Pupil's own time (___)

Activity periods in school (___)

11. Do you feel that taking part in extra-curricular activities should be limited to those students who can keep their school marks up to a satisfactory standard; or should all pupils be allowed to take part, regardless of school marks?

Should be limited (___)

No limits (___)

12. Can you suggest any extra-curricular activities that the school should offer in addition to the ones it already offers?

_____

_____

13. What, in your opinion, is the greatest benefit a pupil gets from taking part in school activities?

_____

_____

14. Additional comments or ideas you might have on the value or otherwise of extra-curricular activities.

_____

_____

15. Which aspect of school, academic or extra-curricular, do you feel your child should spend more time on?

More time on academic work (___)

More time on extra-curricular activities (___)

Just about what he or she is doing now (___)

GRADUATES QUESTIONNAIRE ON EXTRA-CURRICULAR ACTIVITIES.

DIRECTIONS

You are a graduate of _____High School, having graduated in the year_____ Male ____ Female____

How do you feel now about your participation in the extra-curricular activities program of the school which you attended? Do you feel that the time you spent in school activities, clubs, and out-of-class activities contributed anything to your development as an adult? This is what I would like to find out from you, by having you fill out this questionnaire.

You, as a graduate, are most qualified to judge the role that extra-curricular activities played in fulfilling the main aim of education, which is to produce intelligent, well-adjusted citizens.

Do not put your name on this paper. By making it impossible to know who says what, most people are more likely to say what they really think.

Please answer every question.

Please mail the completed questionnaire as soon as possible. A stamped envelope is enclosed.

QUESTIONNAIRE

1. Would you describe your participation in extra-curricular activities (both athletic and non-athletic) over the years as: (check one)

   a. Very active (took part in many) (___)

   b. Reasonably active (two or three each year)(___)

   c. Active (one activity each year) (___)

   d. Not active (took no part) (___)

2. Do you feel that your participation in extra-curricular activities had a good effect on your character development; that is, did it help to develop desirable qualities such as initiative, reliability and the ability to get along with people?

Yes (___)

Very little effect (___)

No effect (___)

3. Do you feel that your participation in school activities has helped you to be a better citizen?

Yes (___)

Very little effect (___)

No effect (___)

4. Did you ever hold an office in any school activity (president, manager, team captain, executive member)?

Yes (___) No (___)

What activities _____

_____

What offices _____

_____

5. Have any of your present day leisure time interests or hobbies developed from taking part in school activities (dancing, singing, music, dramatics, athletics, stamp collecting, photography, etc.)

Yes (___) No (___)

6. Do you have a job or profession which is directly related to interests developed in high school activities (journalism, acting, radio, etc.)?

Yes (___) No (___)

Example _____

7. a. It is probable that some types of extra-curricular activities contributed more to your adult development than other types did. Do you feel that a greater contribution was made by athletic activities, or non-athletic activities?

Athletic (___)

Non-athletic (___)

About the same (___)

b. Of the non-athletic activities, which of the following types of activity made the greatest contribution to your development? (Do not check more than three)

1. Service-social type clubs (Hi-Y, Y-Teens) (___)
2. Religious-type clubs (inter School Christian Fellowship (___)
3. Occupation-type clubs (Future Teachers, Future Farmers) (___)
4. School Government (Student Council) (___)
5. Discussion-type clubs (Debating, Public Speaking) (___)
6. Dramatic activities (Variety Show, Plays) (___)
7. Music activities (Operetta, Choir, Band) (___)
8. Dancing activities (Square Dance, Ballroom) (___)
9. Journalism activities (School Paper, Annual) (___)
10. Hobby-type clubs (Photography, Stamp) (___)
11. School service clubs (Public Address, Art Service) (___)
12. Subject-type club (French, Maths) (___)
13. Any other (specify)_____

_____ (___)

14. No opinion ..... (___)

c. Of the athletic activities, which of the following types of activities made the greatest contribution to your development; in other words, which do you consider most valuable? (check the two most valuable; or, if you have no opinion, check #14

Team Sports:		Individual Sports:	
1. Basketball	(___)	6. Track and field	(___)
2. Soccer	(___)	7. Badminton	(___)
3. Rugby	(___)	8. Curling	(___)
4. Softball	(___)	9. Golf	(___)
5. Volley ball	(___)	10. Table Tennis	(___)
		11. Boxing	(___)
		12. Bowling	(___)

13. Others (state)_____

14. No opinion .....(___)

8. If you did not participate in very many extra-curricular activities, what were the reasons for your non-participation? (although several reasons may apply in your case, please check the one major reason).

a. Because I could not afford time from my school work (___)

b. Because I had to work at home, or at a job (___)

c. Because I could not afford to (___)

d. Because I was too busy with church and/or community activities (___)

e. Because my parents would not let me (___)

f. Because none of the activities interested me (___)

g. Because of transportation difficulties (___)

h. Because of lack of initiative (___)

i. Other reason (state)_____

_____

9. Some schools conduct all their extra-curricular activities on the pupil's own time. Others have, in addition, an activity period once a week, or once every two weeks when club meetings are held. Which do you feel is the better system?

Pupils' own time (___)

Activity periods in school (___)

10. Do you feel that participation in extra-curricular activities should be limited to those students who can keep their school work up to a satisfactory standard or should all pupils be allowed to participate, regardless of school standard?

Should be limited (___) No limits (___)

11. What additional extra-curricular activities would you recommend to add to those which your school offered?

12. What, in your opinion, was the most valuable contribution which extra-curricular activities made toward your development?

13. Looking back, which aspect of school, academic or extra-curricular do you now feel you should have spent more time on?

More on course work (___) More on school activities (___)

Just about what I did (___)

14. Additional comments or ideas you might have on the value or otherwise of extra-curricular activities.

LETTER OF EXPLANATION TO ACCOMPANY QUESTIONNAIRES

Box 309, Cloverdale, B.C.

Dear_____:

Although there are numerous demands on your time, I would appreciate it very much if you could take a few minutes to fill in the enclosed questionnaire.

I am making a study of the effect that a student's participation in extra-curricular school activities has on his later adult development. As a teacher, I am interested in this problem because of the arguments pro and con as to the value of time spent on extra-curricular activities while in school.

The information you supply will be incorporated into a thesis which I am writing for the University of Alberta.

Please complete the form at your earliest convenience and return it to me in the envelope provided for your use.

Yours sincerely,

N. A. Sherritt

NAS:jr